



LUTHERAN EDUCATION

March/April 1986
Volume 121
Number 4



LUTHERAN EDUCATION

March/April 1986

Volume 121

Number 4

Published and Edited by the Faculty of Concordia College,
River Forest, Illinois.

Editor

Merle L. Radke

Associate Editors

William Ewald Delbert Mueller R. Allan Zimmer
Eugene Krentz James Roberts Karl Sorenson
Tim Krenzke

Artist Editorial Assistant Editorial Consultant

P. Carroll Healy

Cherlyn Kirk

Michael J. Stelmachowicz, Jr.

LEA Editorial Consultants

David Bever Ervin Henkelman Chris Lehl
Margaret Rickers John F. Walther

Cover

Inspiration for the cover was provided by F. Obermann's detailed engraving made in Germany during the 19th century and entitled "David the Psalmist." A present day artist might have entitled it, "Lutheran Education At Its Best."

Publication Schedule

Lutheran Education (ISSN 0024-7448) is published five times per year, September, November, January, March, May by Concordia College, 7400 Augusta Street, River Forest, Illinois 60305, to which all business correspondence is to be addressed. The subscription price is \$8.00 a year anywhere in the world, payable in advance.

Manuscripts and Communications

Manuscripts and communications shall be sent to *Lutheran Education*, Concordia College, 7400 Augusta Street, River Forest, Illinois 60305.

Lutheran Education is available on microfilm. Write to University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48103.

Second-class postage paid at Oak Park, Illinois.

Printed in U.S.A.



The Quest for Quality

Colleges and universities are taking a close look at how teachers are prepared for their important work. Impetus for the review has come from accreditation associations, state legislatures, and from the highest levels of the nation's government.

I have no quarrel with the idea that teacher preparation deserves a close look. The review of current standards and the development of new ones should encourage us in the quest for quality teacher education.

It needs to be said that some colleges have a long record of excellence in the education of teachers. I believe that Concordia, River Forest, is one of those places. But that is not to say that we are not interested in doing a better job or strengthening the academic program which currently exists.

What I don't particularly appreciate is the implication that most of what happens in teacher education is void of quality. Nor do I believe that the development of standards by associations, political committees, or boards who believe that they are under a mandate to effect change is in the best interest of academic communities or academic programs.

We must move forward with renewed commitment in our quest for quality education for teachers. The schools of the church deserve the best we can produce. The impetus for change, however, should begin within the academic community and should germinate in the minds of academic leaders who know where we are and where we need to go. Unfortunately, this has not always been the case. The quest for quality must continue. I am pleased that at Concordia, River Forest, we are determined to be a part of it.

Eugene L. Krentz

How Does Your Literature Garden Grow?

By Audrey V. Roberts

Editor's Note: One of the perennial problems faced by most teachers is that of converting reluctant readers to enthusiastic users of books. Here are some strategies that are useful for teachers involved in this difficult task.

Spring is a time for growth. All around we see evidence of new life — green grass, budding trees, tender shoots breaking the brown crust of earth. The planting season is with us again! In the classroom, too, it is a time for gardens — the children's literature variety. If you haven't looked lately, it's time to find out, "How does your literature garden grow?"

Gardens, whether they are filled with flowers or literature-loving plants, don't just happen by chance. To develop mature plants that bloom and flower year after year takes planning, patience, and constant work. The resultant delight and enjoyment is well worth the effort, however, especially as the gardener sees that rapture of reading enjoyment spreading to others who share the experience.

Environment

The first step to a successful literature garden involves preparing the environment. Look around your classroom. Is it obvious that the climate is right for growth? Is a variety of books available? Are they displayed attractively, or just piled haphazardly on a shelf? Do bulletin

boards call attention to appropriate poems and stories? Do you use motivational devices to encourage reading?

In a classroom where the climate encourages growth, books do not gather dust but are constantly in use. A rock, spider web, and peacock feather join Tana Hoban's *Look Again* (Macmillan, 1971) on the second grade science table as children learn the joy of inquiry; a poem taken from Alice Fleming's *Hosannah the Home Run* (Little, Brown, 1972) forms the basis for a fifth grade discussion on umpires in baseball. It is obvious in such classrooms that books are valued, for teachers not only use books, but they encourage their children to read and use books for research and enjoyment.

Variety

Exposure to a wide variety of books makes planning the literature garden more interesting. Teachers can achieve this exposure not only by having many books available in the classroom and encouraging library visits and use, but also by reading to the children. As they hear a variety of interesting stories, children will begin to select the seeds for their parts of the garden. Humor (*Ramona the Pest, Tales of a Fourth Grade Nothing*) forms the border; realism (*Petey, Julie of the Wolves, Kelly's Creek*) covers the central area; fantasy (*Charlotte's Web, A Swiftly*

Tilting Planet, Where the Wild Things Are) fills the smaller specialty beds; historical fiction (*The Vicksburg Veteran, The Slave Dancer*) spreads along the walkway; folklore (*Aesop's Fables, Tales of King Arthur*) scatters accents along the edges; and poetry (*Where the Sidewalk Ends, One at a Time*) everywhere adds a special bit of color.

Enthusiasm

The enthusiasm of an interested teacher quickly spreads to pupils. Children eagerly vie for the chance to read the book they have heard read aloud, or one by the same author. If the book is replete with action and interesting characters, they will more and more anticipate oral reading times. Even in upper grades, children will welcome the well-executed reading of a fascinating mystery or a relevant story of contemporary happenings as soon as it becomes clear that this is a time for enjoyment. Choosing the perfect book to be read aloud is the mark of a perceptive and knowledgeable teacher. A wide acquaintance with children's books and careful attention to children's needs are the bases for making good choices. Judith Viorst's *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, for example, makes every third or fourth grade "Klutz" (whether student or teacher) feel better immediately. (Those with limited knowledge of books can find lists of "read aloud"

books in most good children's literature textbooks, many of which are commonly found in most public libraries.)

Selection

But selecting seeds is important only when it is evident that a garden is planned. A time and place for planting must be provided. Does your schedule make that provision? A *specific* time and place for all children to read books is planting time. This may be achieved in a variety of ways: *SSR* (sustained silent reading) provides for a specific time every day when everybody in the school will read materials of their own choosing; *contracted home reading programs* allow children to select and achieve their own reading goals; *round-robin groups* divide classes into small groups, each of which reads and discusses a new book every three to four weeks; *open class discussion* at set intervals (at least once a week) allows review of any books read by any class member. The important aspect of such programs is the child's knowledge that reading books is a valued experience. By giving children's books a place in the daily schedule, this form of reading is elevated to the level of other curricular subjects. No longer is such reading only for those "who finish their schoolwork," or relegated to the unimportant "if we have time" category. The seeds are chosen, and planting time is for everyone.

Nurturing

Ah! The seedlings are sprouting! And now the fun (and work) really begins. What joy it is to see even the slowest child pull out a book, or listen with rapt attention as another child reads a favorite passage. But such moments are not very frequent at the beginning. As with any new and tender plant, much care and feeding is necessary to develop the literature seedling. This is not the time to apply the heavy tools of written book reports and discussions of form analysis. Lighter tools that gently guide and support the young plants are needed, as are group activities that allow the stronger plants to flourish while the weaker ones draw further strength from the environment. Here is the time for *ungraded* class discussion about favorite characters and fascinating events. Children can create the character riddles for "Who Am I?" games. "Book Trivia" can be informational fun. Favorite scenes can be illustrated, or group murals constructed by children who have read the same book. Bulletin boards or table-top displays can be developed by groups or individuals. An example of the latter was an "Our Color of the Month" display, placed on top of the spinet piano in a local first grade classroom — a scarf, a vase with a single red rose, a toy fire engine, red alphabet letters, and other red objects clustered around O'Neill's *Hailstones and Halibut Bones* opened to the "red" poem. Each day the display grew, as child after child added a special red treasure.

A middle or upper grade activity that helps each child grow is the creation of the class's own book

trivia game. Children write questions in set categories (character, plot, setting, theme, general) on one side of a card, and the answers (with page number for reference) on the other side. When enough cards are completed, the children play the game by using the commercial board and rules of "Trivial Pursuit." All children have their chance to create questions as well as to play the game, and growth occurs in an unpressured, inviting way.

Teachers, however, must realize that they must plan these nurturing activities as carefully as they plan the daily lessons. Keeping in mind the strengths of each child, activities need to be developed that will appeal to the varied interests and abilities in the class. All children, then, have an opportunity to grow at their own rate.

Weeding

During this period, while nurturing early growth, the gardener must be careful not to do too much weeding. As in any garden, literature weeds are quick to grow, and obvious ones must be pulled at once; poorly written or morally wrong books need to be pointed out and better ones substituted. But the teacher must be careful not to dig out what appears to be a weed, and in so doing damage a young plant or stop growth completely. Severe criticism of a child's reading choices, or an insistence that children read particular books can do just that. It is better to allow children to read their own choices even if they are what teachers consider "poor literature" or books that are "too easy," than to insist on "the classics" or books of a particular level of difficulty. Such insistence only leads to a dislike of

reading and stunted growth in the garden.

When, then, should weeding occur? And who should do it? As growth increases and plants begin to mature, it is easier to distinguish the good from the bad. A class discussion of good books and why they are interesting, can help to develop readers who look for well-drawn plots and characters, interesting themes and styles, and varied forms. Children who experience the variety of good literature read aloud in the classroom will more often choose books of the same quality for their own reading. Classroom lessons which involve and encourage critical reading will develop critical readers. Thus weeding will occur naturally as books are read, discussed, and experienced in the active classroom. This activity may be somewhat challenging for the teacher, for children will often raise questions and challenge the authority of the printed word, but only in this free climate can children achieve full growth.

Cultivating

It is important that, as the growing plants mature, they are well-cultivated. This occurs in the literature garden under the guidance of a teacher who knows how to use books and related activities. Now is the time for in-depth work: research, critical analysis, creative writing, interpreting art and drama, and other intensive activities. Books become avenues to new knowledge and experiences that broaden and enliven learning. The classroom becomes an ever more interesting and varied garden as children delve into books for information of all

kinds, and share literature experiences in many ways.

Imagine the growth that takes place in a fifth grade classroom where a social studies class is creating a Civil War video after researching the 1860s. One group reads biographies of historical figures to be portrayed in the drama. Another group draws sketches to guide the scenes to be produced, making sure from the sources that each one is authentically true to the period. Costuming is discussed by another group while comparing pictures found in historical books of dress. Finally, a group works diligently to write the script, being sure the dialogue conforms to the events researched earlier by the class. Meanwhile, other children find music of the Civil War, and make recordings to use as background for the video. The actors are chosen and begin practising appropriate dialects and actions, and the technicians prepare for taping sessions. Everyone is involved in learning about the Civil War, reading for information, learning about the period, discussing procedures, making decisions, and incidentally growing in knowledge, judgement, and cooperation. The work is fun and the results are memorable — the consequences of careful planning, nurture, and cultivation.

A classroom where children's literature is a part of the curriculum and reading is an active experience will help to nurture experiences like the one described above. Here experiences cultivate growth that brings books to life and makes them partners in learning. Such activities as presenting book talks, creating book advertisements for the library or school newspaper, writing book

reviews for inclusion in the classroom file, making dioramas based on a favorite scene, dressing a doll as a favorite character, presenting a flannelgraph story for a small group, dramatizing a scene, constructing a crossword puzzle based on a story, and writing stories and poems — all are ways of nurturing growth. Teachers who value active, growing readers will constantly be searching for additional activities in such periodicals as *The Reading Teacher*, *Language Arts*, and *Instructor*. An excellent source for additional activities is Chapter 12 of Bernice Cullinan's *Literature and the Child* (Harcourt, Brace, Jovanovich, 1981).

Bouquets

In the classroom where a literature garden is growing, flowers are the end result. Bits of beauty suddenly break forth, often at unexpected times. Quiet children who seldom volunteer to speak in class lose themselves in talking about a story that touches a personal problem; the sixth graders volunteer to read stories to children in kindergarten and first grade; an author's letter arrives in response to a third grader's letter of appreciation for writing a well-loved book and becomes the school's highlight for a week; an eighth grade group presents a panel discussion on censorship for its junior high classmates, and asks to present it again for parents; a small child tugs at the teacher's arm and says, "Please read that book again!"

The flowers of literature are those moments when it is obvious that reading has made a difference in children's lives. The beauty of a child aglow with enthusiasm for reading is a special bloom. Such

beauty spreads joy everywhere and lasts forever, making a garden of perennial readers who are beautifully alive to the world around them.

Books Cited

- Aesop (Holder, Heidi, II.). *Aesop's Fables*. Viking, 1981.
- Blume, Judy. *Tales of a Fourth Grade Nothing*. Dutton, 1972.
- Cleary, Beverly. *Ramona The Pest*. Morrow, 1968.
- Fleming, Alice, comp. *Hosannah the Home Run*. Little, Brown, 1972.
- Fox, Paula. *The Slave Dancer*. Bradbury, 1973.
- George, Jean. *Julie of the Wolves*. Harper and Row, 1972.
- Hoban, Tana. *Look Again*. Macmillan, 1971.
- L'Engle, Madeleine. *A Swiftly Tilted Planet*. Farrar, Straus and Giroux, 1977.
- McCord, David. *One At A Time*. Little, Brown, 1977.
- Monjo, F. N. *The Vicksburg Veteran*. Simon and Schuster, 1971.
- O'Neill, Mary. *Hailstones and Halibut Bones*. Doubleday, 1961.
- Riordan, James. *Tales of King Arthur*. Rand, McNally, 1982.
- Sendak, Maurice. *Where the Wild Things Are*. Harper and Row, 1963.
- Silverstein, Shel. *Where The Sidewalk Ends*. Harper and Row, 1974.

Smith, Doris. *Kelly's Creek*. Crowell, 1975.

Tobias, Tobi. *Petey*. Putnam, 1977.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Atheneum, 1972.

White, E.B. *Charlotte's Web*. Harper and Row, 1952.

Audrey V. Roberts is associate professor of education at Concordia College (River Forest), her alma mater. She holds the M.A. degree from Concordia as well as the M.S. and M.A.L.S. degrees from Rosary College (River Forest). She gained experience as a teacher in Lutheran schools in St. Louis and Chicago.

So They Said

Nothing has an uglier look to us than reason — when it is not on our side.
Lord Halifax

We are not primarily put on this earth to see through one another, but to see one another through.

Peter De Vries

Address Correction Form

Please use this form to notify us of your new address. This will save us the cost of extra postage. Thank you.

Old:

Name _____

Address _____

City, State, Zip _____

New:

Name _____

Address _____

City, State, Zip _____

Curriculum Materials: An Evaluation

Bob Jones University is a Christian school with a long tradition in teacher education. Bob Jones Academy (K-12), for fifty-five years an extension of the university's interest, demonstrates the depth of the university's commitment to elementary and secondary education. The university's publishing house is an integral part of its Christian outreach. The University Press states that its purpose is to help Christian schools train young people who will be a credit to their Lord.

Bob Jones University Press offers preschool through high school curriculum materials written from a Christian perspective. Textbooks are available for religion, English, writing and grammar, drawing, history, German, mathematics, physical education, and science teaching. President Bob Jones III states, "The biblical message shapes the planning of a text and consistently runs through the finished volume. We make sure the text will give your students the academic preparation they need and at the same time be enjoyable for them to learn from." (Textbooks)

No simple strategy will describe the diverse offerings published by Bob Jones University Press. Select members of the Concordia College (River Forest) faculty reviewed a sample of the books to determine their suitability for Lutheran schools.

All members summarized and evaluated the curricular materials assigned to them. The several documents were then edited and included as part of this article. Each represents an evaluation by a person considered qualified to judge the material.

Beginnings for Christian Schools

Beginnings is an attempt to produce an "integrated, academically balanced program with a consistent Christian emphasis" for kindergarten children. (p.vii) Each of the 165 English skill lessons integrates other subjects — reading, music, art, heritage studies, science, literature, and motor skill development are given emphasis.

Thirty-seven Bible action truths and Bible stories teach the dominant theological thought-pattern, a fundamental Christianity. Traditional values and stereotypical family life are the norm (even to the point of never showing mothers in trousers). Children are taught that their behavior will determine the reward they will receive in heaven.

Instructional strategies do not accurately reflect current child development theories. They lack extensive experiences with concrete items. Neither the children nor the teacher have much room for initiative, creativity, or critical thinking.

The teacher is regarded as the provider of information. A strategy in which children repeat a learning orally and then practice it in the worktext is common. Children are carefully guided; shown how and what to do, say, and think; and given little time for play. The prescriptive, recipe-like format may be too confining for many Christian educators. (*Bette J. Krenzke, Assistant Professor of Education, Concordia College, River Forest, Illinois*)

The Christian Teaching of Math

A committee from the Department of Mathematics at Bob Jones University has prepared a pamphlet describing the Christian teaching of mathematics. This work states that God is reflected through mathematics and that through such reflection children learn about God and comprehend a God-created, ordered universe. Moreover, through knowledge and imitation of God, the wise, all powerful creator, children advance in Christ-likeness. (*The Christian Teaching of Mathematics*) Those who study Christian mathematics will develop an appreciation of correctness in procedure and accuracy in dealing with facts. They will learn perseverance in a difficult task. Their own mental clarity will improve.

When the statements above are

considered together with the mathematics textbooks, the psychological underpinnings of the program are apparent. Drill and rule-learning will be used to train the appropriate mental faculties.

The program emphasizes learning the basic facts and algorithms used in computation. Word problems are generally few, and are used to apply a formula just taught. Recreational mathematics and mathematical extensions are lacking. Manipulative materials are seldom used as tools to assist an understanding of concepts. The typical procedure is to present the rule, practice the rule, and then possibly discuss the relationship of this rule to others that the pupils have already learned. A teacher interested in textbooks that emphasize drill, much repetition of skill instruction, rule learning, and practice of rules in selected situations will find this series irresistible. (*Manfred B. Boos, Assistant Professor of Mathematics and Computer Science, Concordia College, River Forest, Illinois*)

The Christian Language Arts Series

The Bob Jones Language Arts Series is built on three positive language interests: integrating the language arts into the total curriculum, encouraging an appreciation of the history of English, and

presenting effective methods for teaching written composition at the elementary level. A weakness of the series is its tendency to be prescriptive.

The series shows that the language arts are not just a part of the curriculum, but rather the synthesis of the total curriculum, for they integrate the study of language with the study of all other subjects. Many of the lessons are based on reading and writing assignments in history, geography, and, of course, religion. Such activities reflect the idea that the language arts are not learned only for their own sake. They also remind the teacher that the language arts must be taught throughout the school day.

While such integration emphasizes that language learning is not an end in itself, the series does not neglect developing an appreciation of language for its own sake. This is especially apparent in the vocabulary lessons, where words are examined from a historical and structural perspective. For example, one such lesson defines the word *mediator*, gives its Latin root, and presents other words that are related to it. (e.g. *median* and *Mediterranean*).

This series provides effective ideas for teaching written composition in the elementary school. Writing assignments are frequent; the topics assigned relate well to children's experiences and encourage them to be aware of an audience. Examples are provided for children to analyze and imitate. Many assignments are inductive, allowing children to explore their thoughts and feelings about a topic before beginning to write. The series encourages children to practice writing independently by keeping journals, and provides them with periodical journal entry suggestions.

The tendency of the series to be prescriptive and didactic is especially apparent in the exercises for teaching grammar and usage. These exercises focus on rote learning of traditional grammatical definitions and rules. Children are required to label pronouns with such abstract terms as *personal*, *demonstrative*, and *reflexive*. There is much concentration on drill and on the concept of *correctness*. Even though the vocabulary lesson may show that language has changed over time, the usage and grammar exercises imply that it is static and unyielding. For example, *his* is presented as the only possible pronoun form to use with indefinite antecedents such as *everyone* and *nobody*. Perhaps this is to be expected from a series that spells savior as *saviour*. Such a spelling reflects the traditional bias of the series, a bias that needs to be tempered if effective language is to result. (Lila M. Kurth, Assistant Professor of English, Concordia College, River Forest, Illinois)

Reading For Christian Schools

Reading for Christian Schools was published for one purpose: to enable teachers to use materials with a Christian, patriotic, and family orientation rather than other widely — published materials which have good methodology, but contain “philosophically suspect secular material.”

Physically, the teacher's manual is bound with a ring binder. This arrangement proved to be awkward. Pages tend to rip and moving through the manual was generally difficult. This is exacerbated by the fact that suggestions for the story (questions, background material, etc.) were physically separated from the child's version of the story. This format will necessitate a lot of page

Even though the vocabulary lesson may show that language has changed over time, the usage and grammar exercises imply that it is static and unyielding.

flipping between the two sections. Although the separation may prevent overreliance on the manual, the teacher may inadvertently overlook important facets of the lesson.

The manual contains a wealth of information. The scope and sequence chart indicates that all major skill strands are included, with special emphasis on comprehension. Excellent suggestions for involving parents are included. Diagnosis and classroom management ideas appear to be helpful and realistic.

Yet the series clearly has a law orientation and a rigidity seldom seen today. Examples of this are the rules for Reading Citizenship. "Sit tall and read book correctly." — "Use bookmark correctly." Other suggestions, such as allowing book reports to come only from the library (or presumably an approved list), given an indication of the prescriptive nature of the philosophy underlying this series.

Stories included in this series tend to be centered around the "typical" family: Mom, Dad, two children, in white suburban and rural communities. No significant representation

of minorities exists. The stories revolve around patriotic, moralistic, and Biblical themes. A nice blend of fiction and non-fiction is included, but poetry is generally omitted.

As the manual indicates, an emphasis is placed on comprehension. Unfortunately, it has too few suggestions about how to *teach* comprehension. Workbook pages frequently do not build *directly* on the skills taught and more practice exercises would be helpful.

Sample materials indicate that (1) *Reading for Christian Schools* has methodological strengths and weaknesses, and (2) the theological orientation may not be appropriate for Lutheran schools without careful adaptation.

In general, the materials represent a viable alternative to major basal reading series. However, the consumer must either adopt the philosophy of the authors or be willing to supplement the series with additional materials. (*Timothy L. Krenzke, Associate Professor of Education, Concordia College, River Forest, Illinois*)

World History for Christian Schools

This high school textbook surveys the history of civilization beginning with creation. Because it attempts to cover such a vast span, detail is limited, and thorough treatment is sparse.

The text highlights contributions of great men such as Socrates, Plato, Galileo, Pope, Bach, Handel, Luther, Calvin, Voltaire, Lavoisier, and Rembrandt. The development of philosophy and the arts is not ignored. Secular history topics are correlated with contemporary biblical history topics to show the place of Bible stories in the wider scope of historic events. For example,

It was during the time of peace (Egyptian Middle Kingdom) that the Israelites moved to Egypt. (Genesis 4-6-50) God used the influence of Joseph (Abraham's great-grandson) to provide a haven for the children of Israel during the time of famine. (Genesis 47:1-6)

God used Nebuchadnezzar, whom He called His servant, to punish other nations for their disobedience to Him. (Daniel 1-4)

The author errs when he mixes historical narrative with dogmatic interpretation. History is defined by the author's understanding of Scripture. He clarifies for the student his perception of God's view about society and its behavior through time. The text would be improved greatly if the student edition presented a straight-forward historical narrative and any Scriptural analysis was confined to the teacher's guide.

The book can serve as an interesting review of world history for

students already well versed in historical knowledge. It can become a challenging narrative for students who wish to critically analyze the past in light of Scripture, examining and comparing the author's point of view with their own.

Because the author attempts to pack the book with information, the narration is fact-loaded, can be dry, and often is overbearing. It is too much, too soon. A better choice is smaller doses that are made more palatable. (*Delbert W. Mueller, Associate Professor of Education, Concordia College, River Forest, Illinois*)

Science for Christian Schools

The goals of this science series are what Lutheran educators cherish:

1. To present a proper Christian approach to science;
2. To present material suitable for each grade level;
3. To present materials that can be taught without requiring undue expenditure of money or class time; and
4. To prepare students for further study in the sciences at the secondary and college level.

Science for Christian Schools is in agreement with guidelines established by many noted science educators and learning psychologists. The grade one through six textbooks lead to activity-oriented rather than reading-oriented class time experiences. The materials reflect an acquaintance with process learning curricula such as *Science — A Process Approach*. The authors emphasize science learning at the elementary school level as a hands-

on, manipulative inquiry designed to improve children's abilities to think and reason scientifically. Teachers are encouraged to schedule extended blocks of time for instruction. Many experiments and activities can be done by the entire class working as pairs or in small groups. Hands-on materials are simple to use, easily obtainable, and inexpensive.

The two junior high texts contain considerably more reading material and do not include activity suggestions. One of the texts has a companion student activity book. The Bob Jones University Press describes its science materials as

... written from an entirely Christian perspective, realizing that the Bible is not a science book but is absolutely infallible at points where it speaks of scientific principles. The distortions of evolution and humanism have been eliminated. You can trust this series to be fully consistent with God's Word, while accurately presenting that which man has learned about God's creation.
(Textbooks)

The role of scientific inquiry is limited through the statement, "It (science) is solely a collection of man's observations of his surroundings and cannot speak authoritatively on things not directly observed."
(Science, Grade 3)

The same logic used to limit science and refute unfounded scientific claims seems, however, to be ignored by the authors when they support a so-called biblical interpretation of historical-geological phenomena. For example, consider the logic used in the following quotation: "Fossils are remains of living things.

They speak to us of God's judgement on the earth."

While the authors are careful to state that geological evidence should not be used to try to prove the Bible is true, they do suggest such data are supporting evidence for the biblical account. For example, fossil evidence such as "usually several skeletons of differing sizes are found in one place . . . There are jumbles of bones from a variety of animals found together . . . The bone graveyards are swirled masses . . . These skeletons are always found in sedimentary rock" are used to conclude, "Scientists who know the Bible say that this is evidence of the great Flood in Genesis 6-9."
(Science, Grade 5)

Christian teachers should be aware that these materials force a particular Scriptural interpretation on science observation. Such practice probably does not further scientific literacy, and is potentially harmful when teaching the Faith.

Much of this series is praiseworthy. It teaches an inquiring attitude that is science. It encourages an activity involvement in the processes of science. It gives glory and thanks to God for all He has created and continues to preserve. Finally, as one evaluates this series' potential for use in Lutheran schools, its over-zealous bias toward a biblical approach needs to be balanced against the over-zealous bias toward a humanistic approach found in many secularly published science series. (William M. Hussong, Associate Professor of Earth Science, Concordia College, River Forest, IL)
The Bible for Christian Schools

The theological thought-pattern of the religion instruction curriculum materials is Calvinistic in general,

and fundamentalistic - legalistic in precept and execution. It teaches a doctrine of the Second Coming that includes The Rapture, The Judgement of Christians in Heaven, The Tribulation, The Judgement of Satan, and the final bliss, Eternity with Christ. The basic theology may be found in these quotations taken from the second grade book:

We should be working each day for God. We should live each day in a way that will please God. We must remember that we will be rewarded and judged according to the way we have lived.

The Rapture is Christ's return for the Christians. . . . He will descend from heaven with a shout. . . . Then those saved people who have died will rise from their graves and meet the Lord in the air. Next, the Christians who are alive will rise to meet the Lord.

After the Rapture, Christians will be judged in heaven. . . . We will be judged according to our faithfulness as Christians. Christians will not have to pay the penalty for their sins because Christ paid the price by shedding His blood on the cross for our sins. God chastens Christians on earth when we sin. He causes us to have a guilty conscience, or He might allow something we love to be taken away. . . . We must confess our sins, repent, and ask God to forgive our sins. Then we can be happy Christians again.

Christians will be judged according to their faithfulness. . . . Will I be rewarded for my faithfulness or will I stand ashamed before Christ? Our reward will depend upon our works as Christians and not our wealth.

After the Rapture of Christians, there will be a time of great trouble on the earth. This is called the Tribulation and will last for seven years.

After the Tribulation will come a time of peace called the Millenium. This will last for one thousand years.

At the end of the Millenium Satan will be let loose for a while on the earth . . . Sinners will be judged for their sin and unbelief at the Great White Throne and then cast into hell.

We will live in the New Jerusalem for eternity. . . . Christians will reign and live with Jesus in perfect happiness forever. (Bible Truths: Grade 2)

It is apparent that Bob Jones University theology is at variance with basic Lutheran thought. The saved (predestined) are educable. They have the ability to work toward full maturity which is to emulate Christ, and thus come into full divine nature like him. Children are taught that it is their responsibility to bring with them a "pure heart and a willing mind." They are instructed that "imitation of God's nature results in holiness of character . . . for man has been given the ability to create an imitation of God." (*Christian Philosophy*)

It appears that after a person is saved a theology of law takes over. Sanctification becomes legalistic and authoritarian. The Bible is seen as a source of precept and example. Pupils grow into divine maturity and the image of God by observing and submitting to the Biblical precept of right behavior.

The Bible for Christian Schools series offers a systematic teaching of the Bible. It attempts, as part of an integrated, planned, education cur-

It is apparent that Bob Jones University theology is at variance with basic Lutheran thought.

riculum, to produce "Well-rounded Christians who are not only born again, but also well schooled in the doctrines, ethics, and morals taught in God's Holy Word." (*Bible Truths*) It teaches a theology where the concerted effort of *saved* man can lead to a life that imitates Christ, a life that will be rewarded in the Rapture Judgment. It is obvious that *The Bible for Christian Schools* series is not appropriate for use in Lutheran schools. (Kenneth L. Heinritz, Professor of Theology, and Delbert W. Mueller, Associate Professor of Education, Concordia College, River Forest, Illinois)

Certain observations seem in order. One could expect that treatment of the humanities and sciences would be in accordance with a fundamentalistic Calvinism. A moralistic treatment of carefully selected materials in all the fine arts should be anticipated. The events selected and the emphasis given in history will teach a carefully defined righteousness. Sociology, economics, political science, as well as other social sciences, will also be used moralistically. These vehicles would edify the child by allowing him to mature into the divine image by precept, comparison, and contrast to biblical example.

It is reasonable to ask whether any one of the fine arts or other academic disciplines is presented fully in its own right (gifts of God to be sure), such as the aesthetic dimension as distinct from moral approval, and the historical analytic perspective in history as distinct from the data (which one may or may not approve morally). The aim of these materials seems to be to the Bible, not the Christian; to indoctrination, not education; to transmission, not inquiry.

An underlying theological thought-pattern, like an unidentified or unrecognized presupposition, can ultimately influence the mind and viewpoint of children, and perhaps even some teachers, though they may be unaware that this has happened. Yet later, if not sooner, they might be troubled without being cognitively able to know why something seems strange, if not actually contradictory to other instruction. When this happens unrecognized and inwardly in heart and mind, it can result in confusion and, perhaps, disillusionment and indifference in the long run. A misleading underlying structure that is not overtly recognized at the beginning is problematic, to say the least. (Kenneth L. Heinritz, Professor of Theology, Concordia College, River Forest, Illinois)



Administrative talk

Paying Attention To School Facilities

The cost of building physical facilities continues to rise; maintaining those facilities also continues to rise in real dollars. Lutheran school principals fully realize that a building program is an *instructional issue* and not merely a question of dollars. An important relationship exists between a program of instruction and the physical environment in which the program is housed. For a school to achieve its aims and objectives and to be truly successful, it must have the kind of specialized facilities that contribute to that success.

Instruction should not be dictated by a facility, it should dictate requirements in a facility. The greatest single factor limiting the effectiveness of a facility can be the lack of an appropriate physical environment.

A successful new building or renovation program will be the product of a well-organized and systematic public relations program aimed at evaluating existing facilities and informing parish members of needs based on objective criteria. It should also be pointed out that an attempt to build an eternal, imperishable thing often results in a building that is difficult or impossible to use and that repels people. Buildings are not eternal. They must be evaluated from time to time to determine their adequacy in serving programmatic needs.

Such facility evaluation is the responsibility of principals. It is they who must take the initiative in working with the boards of education and trustees. Therefore, principals should know something about evaluating school buildings. (This article does not provide all the information the principal should know, but is intended to heighten awareness.) The January, 1985, issue of *School Business Affairs* offers the following criteria: A school building is questionable if

1. The building is educationally obsolete and cannot be modernized at reasonable cost
2. The structure is unsound and endangers the safety of its occupants
3. The building is no longer needed at its present location and and it is financially unwise to transport pupils to it
4. The building is unsafe from the standpoint of fire hazards and cannot be made safe at a reasonable cost.

These are general guidelines. A much more detailed check list could be developed as one carries on a careful facilities evaluation. The local or state fire marshal can also be of considerable assistance in such evaluation. The principal must be careful to make any such evaluation as objective as possible.

The same source cited above points out four purposes of school plant evaluation:

1. To determine the adequacy of the facility to house the prescribed program of instruction
2. To identify features of the facility that add to or detract from the program
3. To identify major deficiencies in the facility
4. To recommend addition to, renovation, or replacement of the facility.

Published standards do exist, but the principal should know that facility evaluation is an individualized procedure which is suited to a given school's or parish's needs. Technical competence in making such an evaluation has been improved by the contribution of school plant surveys.

Competent planning, prompt action on items found lacking, discretion, and good judgment will result in a facility that will enhance learning, increase teaching efficiency, and minimize the rate of deterioration in a building. Continuous evaluation is necessary if a building is to remain both safe and desirable as a learning environment for children, youth, and adults.

By the way, it is also excellent Christian stewardship!

R. Allan Zimmer

New Curriculum Guides

By Carl J. Moser

Editor's Note: Curriculum guides tend to reflect the concerns of the society as well as the mindsets of those who devise them. What follows is an introduction to the most recent guide produced for LC-MS schools — one that could have far-reaching consequences.

A new curriculum guide will be published in May by the Board for Parish Services of the Lutheran Church — Missouri Synod. This six-volume set of paperback books will be titled, *Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools*.

What Has Been

The new guide marks a significant event for Lutheran schools, for the previous guide, *A Curriculum Guide for Lutheran Elementary Schools*, was first published more than 20 years ago (1964). Although some revisions and additions were published later as inserts to that three-volume guide, the basic text has remained unchanged — except for one level, the kindergarten. In 1980 *The Kindergarten Curriculum* was published. It was meant to replace the first section of *Volume 1: Kindergarten to Grade 3*. Volume Two was for teachers of grades 4-6, and Volume Three was for teachers of grades 7 and 8, though it included grade 9 for those schools in which it

was part of the elementary school program.

In addition, *A Preschool Curriculum Guide* for teachers of children aged three and four was published in 1977. Preschool curriculum suggestions were not included in *A Curriculum Guide for Lutheran Elementary Schools*.

The first set of curriculum guides for Lutheran schools was published between 1931 and 1942. Seven bulletins, each devoted to the proper teaching of a different subject, were produced. The only subject missing was physical education, but special bulletins were devoted to teaching German and Christian citizenship.

A Quandary

Recognizing that the 1964 curriculum guide was outdated, the Board for Parish Services staff considered four options:

- 1) Do nothing and gradually eliminate the availability of a curriculum guide for Lutheran schools;
- 2) Revise the 1964 guide and make it current;
- 3) Produce a totally new guide;
- 4) Provide periodical curriculum newsletters instead of a guide.

To help resolve this quandary, the Board met with groups of Lutheran educators and surveyed the schools.

In meetings that were held with them, Lutheran educators said; *A guide is necessary.*

It's not used much, but we need it to fall back on.

The current volumes are too large.

It should be updated.

It should be practical for teachers.

Give us something that reflects our common purpose as educators.

In sum, teachers in Lutheran schools said, "We need a curriculum guide for Lutheran schools. It should help us to be Lutheran as we teach, and it should provide practical ideas in a usable format."

To check the validity of those responses, the staff sent a survey to all Lutheran schools. Nearly 50 percent responded. These responses verified previous inquiries. Seventy-four percent indicated that the curriculum guide should be revised. Only 7 percent said it should be eliminated. Others suggested Christian textbooks or other materials in place of the guide. Eight percent said it should be left intact. Although the current guide is used only from one to ten times each year (according to 67 percent of the respondents), it serves as a valuable reference. Other prominent uses of the current guide were as a source of ideas for teachers, for faculty curriculum development, and for evaluation of curricular materials.

Eighty-three percent of all early childhood, elementary, and secondary schools own the current curricu-

lum guide. Concordia Publishing House reports that approximately 150 volumes are sold each year. They remain in demand although they are out-dated. Why? Because it is the only curriculum guide our schools have.

The BPS staff became convinced that a revision of the 1964 guide needed to be done. But what should be included? Responses to the questionnaire indicated that a revised guide should include the following (in order of preference):

1. Minimum competencies (objectives) for each grade level.
2. National accreditation standards for Lutheran schools.*
3. Basically the same material as in the old guide, but updated.

Teachers seemed fairly happy with the content of the old guide, but they didn't use it much. It was there when they needed or wanted it. What did it include? First, it clearly stated what it meant to be a Lutheran school. Second, it provided some administrative suggestions, such as school evaluation. Third, general objectives and general teaching suggestions

**Partly as a result of this response, National Lutheran School Accreditation will be available beginning in 1987. Currently the process and standards are being pilot tested in several Lutheran schools.*

were written by experts for each subject. Fourth, a variety of practical topics, from scheduling to libraries, was covered.

Plan of Attack

On the basis of this research, the staff decided that a new guide should be produced and that it should include the following:

1. The basic materials covered in the previous guide.
2. Specific objectives for each subject for each grade level.
3. National standards for Lutheran schools.
4. Administrative reference material.
5. Practical suggestions for teachers.
6. Helps for local curriculum development and the evaluation of curricular materials.
7. The theoretical, philosophical, and theological basis for Lutheran schools.
8. Ways to relate the Christian faith to all subjects in the curriculum.

Teachers want a guide that is practical for use in their classrooms. To provide this, the curriculum guide is divided into six volumes. The volumes are divided by grade rather than by subject, so a teacher will ordinarily need only one guide. The grades 1 and 2, 3 and 4, 5 and 6, 7 and 8 — reflect the most common grade combinations in schools with more than one grade per classroom. Practicality and concern for size were dominant considerations when the format of the volumes was considered. Each paperback, 8 1/2" x 11" contains less than 100 pages, and is three-hole punched. This will allow

the volume to fit into the teacher's bag or notebook and be easy to carry home if the teacher wishes to use it there. These five volumes are intended to be used by teachers.

For Administrators

But administrators want helps, too. Volume 6, to be published in 1987, is for them. It will be of the same size and format as volumes 1-5. It will include national standards for Lutheran schools, suggestions for school curriculum development and the evaluation of curricular materials, school-wide objectives, and other administrative helps. Special chapters will treat administering small schools and early childhood programs, evaluating curricular materials, and reporting pupil progress.

By Teachers, For Teachers

To meet the expressed desires for content in volumes 1-5, a unique plan for authors was devised. To guarantee that the material would be most practical for teachers, Lutheran school teachers were selected to write the teaching and management suggestions. Thus they are written by teachers for teachers. However, the expertise of experts was used to guide that process. An expert in the teaching of each subject in Lutheran schools was selected to write specific objectives for that subject for each grade level. To keep the guides to a reasonable size, the experts were limited to 25 objectives per grade. In that way they were forced to limit their objectives to those perceived to be most important. These were edited and refined, then presented to classroom teachers who were proven authors and successful in Lutheran

school classrooms. These authors wrote the actual text of the guides.

What Is Its Thrust?

At the authors' pre-writing workshop, the needs and ideas offered by Lutheran educators in the research phase of the process were discussed at length. The major concern was the emphasis to be taken in the writing. Authors were cautioned to be brief, specific, and practical. It was recognized that, in most cases, classroom teachers use commercially produced teaching/learning materials. Long discussion about what would be most helpful for teachers followed. It was then that the guide was titled. Because the goal was to provide helps for teachers in volumes 1-5, the title became *A Teacher's Guide for Curriculum in Lutheran Schools*. Though it is itself descriptive, this title did not describe the content; rather, it described its target audience. After reviewing the comments of teachers in previous discussions, the writers understood that the need for content in the guide seemed concentrated on helps for relating the Christian faith to all subjects. Textbooks provided many suggestions for teaching their contents in a humanistic fashion, but they contained no helps for integrating the faith into the subjects. Teachers had teaching ideas if they used textbooks, but they didn't have faith-relating ideas. True enough, in their synodical college years they probably received some. Reading *Lutheran Education* helps occasionally. Though teachers develop many ideas of their own, no resource was available to provide help. Thus the thrust of the new guide was not to attempt to duplicate all the teaching ideas already available in textbooks

and teachers' guides, but to provide specific suggestions for integrating the faith. It seemed like such a good idea that it became part of the title. The new guide is now titled *Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools*.

Since many users of volume 1 (preschool and kindergarten) may not use commercially prepared textbooks or other teaching materials, that volume is larger than the rest. It provides some teaching ideas beyond integrating the faith. Organized into units for each month, this volume can become the basis for an early childhood curriculum by itself, to be used with related materials that are procured locally and a religion course such as *Jesus Loves Me* (from the Eternal Word series).

High Schools

Partly because of the limited market (70 high schools), curriculum guides are too costly to be produced for Lutheran high schools at this time. However, the curriculum experts provided objectives for subjects throughout the high school years. We hope that these will be used as the basis for an inexpensive guide for high school curriculum in the near future.

Belief and Purpose

The first document produced for *Integrating the Faith* was a new statement of purpose for Lutheran schools. Although not comprehensive, the new statement was designed to fit onto one page. Again, the teacher's requests for brevity were remembered. Longer philosophic statements would seldom be read by classroom teachers, it was felt, but a

revised statement was needed, for it provides the "glue" that holds together Lutheran schools. The brief statement describes what all Lutheran schools are and do. It describes our common purpose and function, and is the first part of every volume. It is printed on the following page.

What's In It For Me?

Except for the grade level addressed, volumes 1-5 are very similar. In fact, chapter one is exactly the same in all five volumes. It contains the philosophic statement, a brief rationale for Lutheran schools, suggestions on how to use the guide, the "Lutheran Teacher's Oath" formed by the Lutheran Education Association, and a set of scope and sequence charts. These charts provide the reader with a quick overview of the topics to be covered at each grade level.

Volumes 2-5 (for teachers of grades one through eight) devote one chapter to each of the basic subjects in the curriculum: religion, language arts, mathematics, science, social studies, art, music, and physical education.

Chapter two of each of these volumes is titled "Students of Grades — — — and — — —." Based on their experience and study, the teacher-authors discuss the special characteristics of pupils of the grade levels featured in that volume. Information about the children's growth and development is provided, with special emphasis on their social, spiritual, emotional, and academic needs. Specific comments are made about the way children of that age learn best.

Chapter three discusses how to teach pupils of these grades. Based on the characteristics of pupils given

in chapter two, this chapter provides suggestions for teaching and managing these learners. It includes several sample classroom schedules, suggestions to help plan and evaluate learning, ideas for curriculum development by the classroom teacher, and suggestions for managing behavior and preventing discipline problems. All topics are discussed from the Christian perspective, assuming that teachers provide a daily witness to their pupils.

As explained above, each of chapters 4-11 deals with a different subject in the curriculum. These chapters provide the main thrust of the volumes, for they make specific suggestions for integrating the faith into all parts of the school day. After a brief introduction about teaching that subject at the grade levels of the volume, the objectives prepared by the experts are listed. Where it seems appropriate to integrate the faith while attempting to achieve an objective, the authors provide specific teaching suggestions for relating that objective to the Christian faith. For some objectives the authors provide several suggestions. For some objectives there are none.

As stated earlier, Volume 1 differs from the other volumes. It contains teaching suggestions organized according to units such as autumn and Reformation. Three to five units are provided for each month of the school year. One-half of the volume is devoted to preschool and the other half to kindergarten.

How To Use This Guide

Integrating the Faith: A Teachers Guide for Curriculum in Lutheran Schools is a guide to help teachers plan and prepare to teach in their classrooms. It does not provide a

curriculum plan or lesson plan for any particular period or day. Instead it provides a wealth of ideas from which teachers may choose. The authors and editors assume that teachers will find many more ideas in textbooks, develop some from personal creativity, and cull still more from the communities in which they serve.

Two basic ways to use the information in the guide are these:

1. The objectives for each subject provide a basis for curriculum planning and development.
2. The suggestions that follow the objectives provide both ideas and a model. They should help the reader to seek ways to integrate the Christian faith into the various subjects.

The objectives for each subject were developed by a consultant who is considered an expert in that particular subject. Most consultants serve on faculties of synodical colleges; others serve in various leadership positions.

Teachers can use the objectives in several ways:

1. To evaluate classroom instruction.
2. To select textbooks and other learning or teaching materials.
3. To plan teaching in an organized way.
4. To coordinate all teaching with the teaching of that subject in other grades in the school.
5. To evaluate current teaching materials and objectives.

Suggestions which follow the objectives should help teachers to fulfill the objectives and integrate the

Christian faith as they teach the material. Obviously, each volume contains only a small percentage of possible classroom activities that could help achieve the given objectives. The authors and editors do not intend to provide an exhaustive volume. Rather, except in volume 1, they have limited teaching suggestions to those related to the title, *Integrating the Faith*. They did this because proclaiming the Gospel of Jesus Christ lies at the heart of all Lutheran education. Without that, Lutheran schools have no reason for existence. The writers assumed that teachers would use materials in addition to those included in the guides, but since those materials do not ordinarily attempt to integrate the Christian faith, the guides provide suggestions for specific ways to do this.

Probably the most effective teaching occurs when teachers take advantage of natural opportunities to integrate the faith into their teaching. In those situations they will often use their own ideas instead of preparing a lesson plan based upon teaching suggestions in this guide. Ideally, teachers will use the suggestions provided here as springboards for ideas of their own as they create their own effective ways to integrate the Christian faith into the activities of the entire school day. Lutherans believe that our schools are needed because we believe our relationship with Jesus Christ permeates every part of our lives. That's why our Christian faith permeates our teaching.

Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools will be available June 1 from Concordia Publishing House. It is a significant publication that will help
(Continue on page 214)

A Philosophy Of Lutheran Schools

All those who have been brought to faith in Jesus Christ are commissioned by Him to preserve and extend the kingdom of God. This becomes a corporate responsibility when Christians gather as a congregation.

This is done by proclaiming to all — in the most effective means possible — the life, death, and resurrection of Jesus Christ.

Through the work of the Holy Spirit, this proclamation changes hearts and lives, and brings victory and comfort to individuals who are declared totally and unconditionally righteous for Christ's sake.

Christian education — applying God's Law and Gospel to all aspects of life and learning — is a vital component of every Lutheran congregation's ministry. As a church body, we believe that "the most effective education agencies available to the church for equipping children and youth for ministry are the full-time Lutheran elementary (including preschool) and secondary schools" (*Convention Proceedings, 1983 Resolution 2-17*). As an important ministry of the congregation, the Lutheran school helps fulfill each of the congregation's five functions: education, worship, evangelism, fellowship, and service.

EDUCATION occurs daily in all subjects to prepare children to serve God and people throughout their lives. Children's faith in Christ is nurtured by the Holy Spirit through God's Word.

Unchurched children are also taught God's Word so that the Holy Spirit can work faith in their hearts. Lutheran Christian doctrine is carefully taught so those who come to faith may choose to become members of a congregation of the LC—MS at an appropriate time.

Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ. They receive encouragement and instruction to live in service to Christ and others. To prepare for this service they are taught how to develop and use their abilities in further schooling and in adult life. All subjects are taught by Lutheran Christians who are academically prepared to teach from the Christian viewpoint.

Using their God-given abilities, students and teachers strive for excellence as they use effective, up-to-date learning and teaching materials. Students are prepared to become responsible stewards of their talents in a joy-filled Christian life.

WORSHIP in a Lutheran school is not confined to the daily classroom devotion or to whole-school worship experiences, but occurs throughout the day. Children are helped to grow in their prayer lives, learning to pray privately and corporately whenever needs or opportunities arise.

Teachers provide a Christian model by leading worship in school, by faithfully attending congregational worship, and by participating in other aspects of congregational worship life. Students lead and participate in worship in their classrooms. They praise God through hymns and various other liturgical forms common to us as Lutheran Christians.

EVANGELISM is always present for and through the children who attend the school. Children learn to witness naturally and effectively as they observe testimony to each other and to their community. Children of unchurched families hear the good news of Jesus' love and share it with their families and friends.

FELLOWSHIP is enjoyed by all members of the school community. Students and staff accept one another as fellow members of the body of Christ. They play together, support and encourage, and witness to one another. Each person's uniqueness is recognized, and individuals are helped to achieve their full potential. Each knows that he or she is a valued, accepted, respected part of the school community.

The school community and its members are valued as an important part of the larger congregational community and of the Body of Christ. The Law and Gospel pervade relationships so that each person knows he or she is a redeemed sinner and beloved child of God. Teachers and students work together to maintain a classroom atmosphere of love and joy.

SERVICE becomes a natural part of school life. Children are led to help others not only in the school but also in the community and the world. Teachers encourage Christ-like compassion and love for all people. As opportunity permits, teachers and students volunteer to serve others together and separately.

Lutheran schools serve families in a variety of ways and also help parents carry out their parental responsibilities in Christian education.

Lutheran schools to continue to fulfill their unique ministry.

Is It Any Good?

Several classroom teachers have reviewed the rough drafts of *Integrating the Faith*. Their suggestions prompted several additions and changes. They were unanimous in their opinion that the new guide will be helpful to teachers in Lutheran schools — especially as they attempt to let the Word of Christ permeate their teaching. Some direct quotes follow.

"There are a lot of good ideas in this book. In fact, so many that it will take some real effort by teachers to make good use of them."

"The material seems to be very practical and usable. It is broad enough to include a wide range of curriculum. That's good!"

"What sets us (Lutheran schools) apart is the teaching of the faith in

Christ Jesus which is all important. Couple that with high academic standards and I feel our system is one to be proud of. This book can help in that whole process."

"These are very helpful for me."

"Abundant activities, many using supplies which are available and affordable, even by small schools."

"Clearly written, easy to read, and has very good, detailed ideas which are workable for these age groups."

"I can't wait to try this!"

Carl Moser is the Associate Secretary of Elementary and Secondary Schools of the LCMS and Project Director of Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools. He served as a teacher and administrator of Lutheran schools in Illinois, Florida, and Washington as well as associate professor of education at Concordia College(River Forest). His previous articles have appeared in Lutheran Education and other periodicals.

Taming The Tube

Children are now plopped down in front of TV sets for up to seven hours a day. This startling figure comes from a new report by A. C. Nielsen, the company that monitors viewing habits for the TV industry. It means youngsters aren't doing much else — not playing, reading, participating in sports, or even talking to each other.

This is much too much exposure. Harvard professor of pediatrics Dr. T. Berry Brazelton says preschool children should be limited to one hour of TV viewing a day. Other specialists believe elementary school children should watch no more than two hours. Among their reasons are these:

Excessive TV viewing is affecting school performance. A California Department of Education study has found that test scores of sixth and twelfth graders in reading, mathematics, and written expression — the keystones of education — go down as daily hours of TV viewing increase.

TV encourages obesity, teen pregnancy, and violent behavior. So says the American Academy of Pediatrics, based on a 16-month evaluation of children's viewing habits and their psychological impact. TV ads for junk food, sexually explicit soap operas, and shoot-'em-up police shows are the culprits.

TV violence is getting worse. Sherwood Schwartz, creator of "The Brady Bunch" and "Gilligan's Island," both family-oriented shows now off the air, checked prime time schedules going back 30 years. In 1955, no violent crime shows; in 1965, six hours of violent programs, including one in the 8 p.m. time slot watched by many children; in 1975, 21 hours of violent shows, two at 8 p.m.; and in 1985, 27 hours of violence, nine such shows at 8 p.m.

What, then, can a parent do? Getting rid of the TV set works for some families, but deprives children of the good nature, sports, and educational programs that do come along. A better solution for your family may be to cut back on your children's viewing time and help them to select appropriate programs.

Here are some suggestions from Action for Children's Television and the National Council for Families and Television:

Help your children budget their non-school time. Keep track for a few weeks of how much time they spend on sports, play, homework, and TV. If TV time outweighs other pursuits, let them help to decide how many hours to cut.

Agree in advance on which programs to watch. Have your children make their selections from the weekly TV guide. Rule out — and explain why — those programs are totally unsuitable for their age. Develop a point system for approved programs. Crime shows should cost more points than situation comedies. Once points are used up, the children's TV viewing is over for the week.

View adult programs with your children. Explain that police show violence and soap opera melodramas are faked. The gunned-down police officer isn't really dead. The teenage runaway in the bus station at midnight is only playing a part.

Consider investing in a video cassette recorder. While expensive, a VCR offers your children a whole new range of TV viewing options. Many public libraries now carry video cassettes to be checked out like books, at no charge. Video stores offer an even wider selection for a small rental charge. You'll find rock concerts, ballet, classic movies, and conversational French readily available.

Finally, teach by example. Don't leave the TV set on all day as background noise. Don't turn it on after dinner "just to see what's on." Watch the programs you want to watch, then turn the TV off.

Television can be a marvelous learning tool for our children if handled wisely. In most homes, it just needs to be controlled.

"Report to Parents," National Association of Elementary School Principals



How Do You Rate Yourself?

By Rich Bimler

Yes, friends, it's once again time to rate yourself! Use the handy-dandy form which follows to make you feel more guilty, condemned, and lousier than you did before you started! At least that's what happens to me when I use self-rating scales which are printed in magazines and journals. They can be helpful, but they can also bring out the worst in me, especially if I'm having an extra bad day.

The following is adapted from Robert Townsend's *Further Up the Organization*. By changing some of the terms, we'll use it as a rating instrument so you can test yourself on your effectiveness in relating to your 1) classroom 2) staff, 3) family 4) neighborhood, 5) congregation, 6) people you meet at the grocery store.

Have fun with it and be sure to check how you score, using the system outlined below.

How Do You Rate In Relating To Others?

Score each statement from 1 to 10 and mark your own score.

1. Are you available? Do you have the time to take the time with people around you? Are you helpful to others in helping them solve their problems?
2. Are you inclusive? Do you inform others about what's going on, giving them ownership, information, and encouragement as you minister together?
3. Are you humorous? Do you let the "comic spirit" be a part of your outlook, or is it just a decoration? Can you laugh when the joke is on you?

4. Are you fair? Are you concerned about other people? Do you give full credit where it is due?
5. Are you decisive? Or are you one of the founding members of the "Procrastinators Club"?
6. Are you humble? Are you able to admit mistakes and goofs you make? If someone gave you a badge for "humility", would you be tempted to wear it?
7. Are you objective? Do you see problems as they are, or do you ride your own hobby horse into every situation?
8. Are you effective? Do you help people grow? Do you help others feel good about themselves?
9. Are you patient? Do you know when to lay off and not to insist on the last word? Or are you the type of person that prays "Lord, give me patience, and give it to me right now!"
10. Are you forgiving? Are you able to live out the life of forgiveness that Christ has won for you?

Now the good part comes — use the following scale to rate yourself:

- 75-100 points — God loves you and forgives you in Christ. Congratulations!
- 50-75 points — God loves you and forgives you in Christ. Congratulations!
- 25-49 points — God loves you and forgives you in Christ. Congratulations!
- 1-24 points — God loves you and forgives you in Christ. Congratulations!

God continues to love and forgive us in Jesus Christ. And that's the rating Christ has earned for each of us! It is true, we can work harder at improving our skills and abilities to relate with each other — and we encourage each other to do so. But we also need to continue to start at the "bottom line" of Christ's forgiveness which frees us to relate that joy and love and forgiveness to those around us.

Without Christ's power and love in our lives, we fail every survey and test. But with the Spirit's guidance and blessings, we continue to rejoice in Christ's presence and forgiveness among us!

How do you rate? "Great," in the love and power of the Lord!

The Complete Child

By David Mannigel

Editor's Note: Educating children is a complex task requiring a balanced approach that will educate children in all their aspects. What follows is a deliberate attempt by a faculty (St. Johns Lutheran School, Seward, NE) to address this task.

When God created the world, He created everything with great care and for a unique reason. Everyone on God's earth is important to God and is necessary in some way for the "working of His world". When one understands that each person is a unique, special, important human being, educating children becomes an awesome challenge. Each child needs to be educated as a "whole child" so that it can use its "wholeness" to the glory of the Creator.

Our faculty believes that, though people are not alike in physical characteristics, mental abilities, emotional growth, social awareness, and the like, all have bodies, minds, senses, feelings, souls, and the need to be liked and appreciated. All Christian schools should provide experiences that nurture the physical, intellectual, aesthetic, emotional, spiritual, and social elements of a child. We believe this because we are all completely God's or "His Altogether."

SPIRITUAL — All children in the school should have experiences that will help their spiritual growth. We provide these experiences in the following ways:

1. We provide daily instruction in the Word of God.
 2. We provide opportunities for children to do personal study in God's Word.
 3. We provide opportunities for children to prepare and lead daily devotions.
 4. We provide opportunities for children to plan and lead corporate worship.
 5. We provide opportunities for children to declare their faith in classroom settings.
 6. We provide opportunities for children to communicate their faith outside of the classroom.
 7. We discipline children in love. We tell them we don't like some of the things they do, but we still love them.
 8. We give children opportunities to serve the Lord through service projects.
 9. We encourage regular attendance at Sunday morning worship.
 10. We educate parents in the ways the home can help the child grow spiritually.
 11. We visit families who are weak in church attendance and encourage them to attend.
 12. We encourage children to pray for themselves and others.
 13. We do not compromise our values to meet the trends and fads of the 80's, but demonstrate strong Christian principles to our pupils.
- AESTHETIC** — All children in our school should have experiences that

will help their aesthetic awareness and growth. We provide these experiences in the following ways:

1. All children have art classes more than once a week and at a prime time — not the last hour on Friday afternoons.

2. We have a continuing art appreciation program that is directed by an art coordinator.

3. We provide quarterly learning experiences for teachers who do not have specific training in teaching art.

4. We have a room in our building designated as an art room where instruction in art takes place.

5. Children are exposed to a variety of media in art classes.

6. Music classes are held more than once a week for all children.

7. Fundamentals of music, music history, and music appreciation are stressed in music classes.

8. We provide music experiences: a boys' choir, a released-time piano and strings program, a bell choir, a recorder ensemble, a band program for children in grades 5-9, Orff instruction.

9. A creative movement curriculum has been written for the school and will soon be coordinated and coached by a staff member.

10. Drama experiences are provided for children in all classes.

11. Formal drama productions are given by pupils in grades 5-9.

12. Creative writing is stressed and begins in kindergarten.

10. Drama experiences are provided for children in all classes.

11. Formal drama productions are given by pupils in grades 5-9.

12. Creative writing is stressed and begins in kindergarten.

13. A "pot-pourri" of writings is published in the spring. This contains the best writings from children in all classes.

14. Our school cafeteria serves as an art gallery. Every child has a piece of artwork on display at least once every year.

15. Teachers are encouraged to take their children to art galleries.

16. Children's artwork is entered in art contests and fairs.

17. A kit is presently being prepared to help teachers use "awareness of surroundings" activities with their pupils.

18. We have at least one artist-in-residence each year. This artist works with about one-third of the pupils in a variety of experiences.

19. We provide a summer enrichment program in the arts for children who are especially interested. Courses in music, painting, drawing, computer art, dance, drama, creative writing, puppetry, and movement have been offered.

20. We teach parents to help their children grow aesthetically at home and in their "out-of-school" environment.

PHYSICAL — All children in our school should have experiences that

will help them grow physically and remain healthy. We provide such experiences in the following ways:

1. All children in grades K-6 are instructed in daily physical education classes taught by a certified physical education instructor.
2. All children in grades 7-9 attend physical education classes daily for one semester. A certified instructor is in charge.
3. Parents are taught how they can help their children grow physically.
4. Small and large muscle coordination check lists are kept for each child. Weaknesses are noted and instruction is given to help children improve.
5. Extra-curricular sports are provided for children in grades 7-9. We teach skills in the sports, encourage all to participate.
6. We teach good health and nutrition habits in our health classes.
7. All children are informed of the hazards of using drugs.
8. Children are instructed in safety with emphasis on fire safety ("Learn Not to Burn" curriculum), bicycle safety, playground safety, hall safety, personal safety.
9. Junior high students are instructed in CPR.
10. We teach skills that children can use for recreational activities the rest of their lives.
11. Good grooming is stressed in all classes.
12. We provide aid for physically handicapped pupils.
13. We hold periodic health fairs that review "healthy" habits in an interesting and novel way.
14. Doctors, dentists, nutritionists, etc. are invited to speak in various health classes.
15. Speech therapy classes are provided for children needing this service.

16. All pupils receive eye and ear checks annually. If problems are detected, notes are sent to parents encouraging a more thorough examination.

17. We participate in the Presidential Fitness Program.

INTELLECTUAL — All children in our school should have experiences that will help them to grow intellectually. We provide these experiences in the following ways:

1. We offer programs of instruction using teacher-made objectives, scope and sequences in math, reading, spelling, English, science, social studies, handwriting, German, shop, home economics, computers, and physical education.
2. We participate in a Chapter I program and a special education program.
3. We sponsor a Great Books Club for children in grades 3-8.
4. We provide education in reading, math, and spelling at levels which enable children to work and learn.
5. We have a library/media center that is staffed by volunteers and a part-time library aide. Activities are coordinated by a staff member.
6. We use audio-visual aids to enhance our teaching and make abstractions more concrete.
7. All teachers are encouraged to take field trips and provide "Hands-on" experiences.
8. A computer lab is maintained for use by all children. Software is purchased and updated annually.
9. A committee is presently writing a scope and sequence statement about computer instruction in our school.
10. Parents are taught ways they can help their children grow intellectually at home.
11. The Omnibus Program is presently under consideration for use

with children who are "gifted" in various ways.

12. "Talents Unlimited" units are used in grades 1-6 to enhance productive thinking, planning, and organizing by children.

13. An outdoor education program for grades 7-9 is conducted on a three-year rotating system in which science, social science, and fine arts programs are stressed. The out-of-doors is the classroom and supply base. This is an annual three-day experience.

14. Teachers use questioning skills which employ Bloom's Taxonomy of Learning.

15. Children are taught problem solving techniques.

16. Children are given opportunities to enter local, state, and national contests that require intellectual ability.

17. A science fair is conducted annually in which eighth graders are required to enter a project and children in the remaining grades are invited and encouraged to enter a project.

18. We are aware as a staff that there are left brain and right brain learners, and we gear our teaching to this knowledge.

19. We participate in the Presidential Academic Awards Program.

EMOTIONAL — All children in our school should have experiences that will enhance emotional growth and stability. We provide emotional growth in the following ways:

1. Children are repeatedly told that they are important children of God.

2. Teachers visit the homes of all children prior to the beginning of each school year to gain a better knowledge of the environment in which the child lives and to communicate school goals to the parents.

3. Teachers eat lunch with the

children so both can talk about "non-school" topics.

4. Teachers take recesses and breaks with the children so they can be part of the activities and watch children at play.

5. Teachers keep "success charts" for each child in their classes. If a child goes for even a short time without a success of any kind, the case is analyzed and reasons are sought.

6. Faculty meetings are held bi-weekly to discuss specific pupil problems and to plan positive strategy to assist them with problems.

7. Senior citizens are in the process of being employed to become "listening people" for primary children who are shy or seem to need more attention.

8. Quarterly support meetings are held for parents who have adolescents in the home. Thus they can help each other learn more about dealing with problems that affect junior high students.

9. Teachers discipline with love, always keeping in mind the individual child and his circumstances.

10. Teachers publicly commend outstanding skills and performances.

11. "Show 'n' tell" time is conducted in grades K-4 to give children an opportunity to speak about themselves and their interests.

12. Two "special interest" days are conducted in grades 4-6 annually. Children choose two from about 30 mini-courses ranging from animal tracking to candy making. These classes give the children chances to whet their appetites for subjects in which they think they might have an interest or in those which they know they can be successful.

13. We teach forgiveness by forgiving.

14. We participate in a "Special

Friend" program with Concordia College. Concordia students are matched with our pupils based on interests, backgrounds, etc. The "friends" meet weekly to do special things together. This program is especially helpful for children who have only one parent at home.

15. Techniques for building the self-concept of children have been taught to teachers in inservice sessions; guidebooks with self-concept building ideas have been placed in our professional library.

16. Teachers meet quarterly with the principal to discuss children who may be having self-concept problems. Teachers also tell the principal what they are doing in the classroom to build the self-concept of children.

SOCIAL — All children should be provided experiences through which they can experience social growth. Such social growth experiences are promoted in the following ways:

1. Each classroom has three planned parties during the school year.

2. Five dances for junior high students are planned each year.

3. Committees are set up in the classrooms to give children practice in planning together.

4. Parents are taught how to help their children grow socially.

5. All children receive the opportunity to be leaders and followers in a variety of situations.

6. Children are given assignments that will give them personal responsibility both in the classroom and in the entire school. For example, children may be helpers in the classroom, may be responsible for certain classroom chores, may be safety patrol members, may be servers in the hot lunch program, may be ushers in chapel, may assist younger children, may fill pop

machines, may work in the snack bar.

7. We release junior high students to work in civic planning groups.

8. We encourage children to solve conflicts in God-pleasing ways.

9. We have a government program in which children elect their leaders. These leaders help make decisions for our school.

10. We have a chapel friend program in which junior high students sit with elementary pupils as "special chapel friends" during our chapel services. The junior high students are to help younger children find pages in the hymnals, etc.

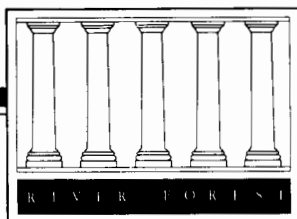
11. We are currently enrolled in the PEER program sponsored by our State Health Department. This program will assist teachers to help children nurture each other's self-concept.

Educating each child as a person who is "His Altogether" is vitally important. It is equally important for educators to realize that children have not been given equal gifts. Therefore, another vital goal of each school is to teach every child to respect all others — pupils and teachers — for the special way God made them. All must understand that they are important, but no more important than someone else.

Jesus grew in stature and wisdom and in favor with God and man. Teachers who educate all aspects of children, who recognize that all children are "His Altogether", help them to grow in wisdom, in body, in feelings, in senses, in self-concept, and in favor with God and man.

David Mannigel is principal and teacher of St. John Lutheran School, Seward, Nebraska. He is a graduate of Concordia Teachers College (Seward), where he was also granted the M.Ed. degree.

CONCORDIA COLLEGE



BUILDING ON A
TRADITION OF EXCELLENCE

THE ART OF MUSIC

A Program for High School Sophomores, Juniors, and Seniors

June 22-28, 1986

The week-long program for PIANO, ORGAN, and BRASS INSTRUMENTS will include:

- Master class format for lessons
Students will meet daily in their respective groups for instruction and performance
- Sessions dealing with aspects of the literature for the students' respective instruments
- On-campus faculty and student recitals
- Musical direction provided by the music department faculty and other professional artists
- Performance and Master Class by the prestigious Chicago Chamber Brass

FOR INFORMATION, CONTACT:
The Center for Continuing Education
(312) 771-8300, extension 353

Partially Funded by Concordia Mutual Life, Downers Grove, Illinois

Career Development

In The 1980s

By Luther B. Otto

Editor's Note: Career planning has become more difficult as opportunities for new careers and occupations have become available through technical advances. Choosing wisely among the array of possibilities is a serious responsibility for youth; it is an opportunity for those who would serve youth well.

The Career Education movement of the 1970s placed strong emphasis on marketable skills, k-12 work-relevant curricula, and the totality of experiences by which persons acquire knowledge and attitudes about self, about work, and about the skills that prepare them for the world of work. A number of factors have forced career guidance to sharpen its focus as it attempts to help young people choose careers. The passing of the baby boom left vacant classrooms in its wake, and an accompanying troubled economy generated legislative attempts to place limits on spending for education that in turn led to retrenchment in pupil services. The graying of America is shifting national attention to the elderly. The excellence in education reports are advocating renewed attention to teaching the "basics," and human development scholarship and research is increasingly adopting a life-span learning perspective. None of these forces is a frontal attack on the career education movement, but collectively all are divert-

ing attention and resources from the career education movement that flourished in the 1970s.

Today, career guidance follows new models based on fresh assumptions and guiding principles. This article describes Today's Youth and Tomorrow's Careers, a program of career guidance that focuses on the key role parents play in their sons' and daughters' career development. Today's Youth and Tomorrow's Careers is widely used in churches, schools, and youth organizations across the nation.

Rationale

Today's Youth and Tomorrow's Careers is a two-step program designed to help parents help their children choose careers. Counselors, teachers, and directors of Christian education first attend a training workshop, and in turn teach parents' seminars in their local parishes.

The rationale for the program is straightforward. *Young people want more help in choosing careers*, and they have been saying that for more than a decade. For fifteen years nationwide youth studies have consistently reported that two-thirds to three-fourths of high school seniors say they need more help in making career plans (Prediger 1984). So, also, a recent study of early adolescents reports that, among Lutherans, finding a good job is one of the

biggest concerns of young people. (Strommen 1984)

Parents, too, are concerned about their children's careers. In the late 1970s, the Ninth Annual Gallup Poll on parents' evaluations of public schools included a checklist of items that concern parents (Gallup 1978). The topic parents of young people (aged thirteen to twenty) identified as their prime parenting concern was "how to deal with problems of drug and substance abuse." Parents' second most pressing concern was "how to help my child choose a career." The Gallup report indicated that parents were willing to pay *more* school taxes if schools offered programs to help them in these parenting concerns.

In a 1985 study, the Gallup organization asked parents to rate the relative importance of 25 goals of public education. (Gallup 1985) Two of the goals referred to Career development:

"developing an understanding about different kinds of jobs and careers, including the requirements and rewards"

"help students make realistic plans for what they will do after high school graduation"

American adults ranked the two career development goals as number

three and six, respectively, in rating the relative importance of 25 possible goals of public education.

Career counselors have tried to meet the needs; but schools are not able to give young people the individualized career guidance that young people want. The ratio of high school students to counselors in the United States is nearly three hundred to one. In the elementary grades the ratio of pupils to counselors is even more overwhelming. The disparities exist even though the ratio of counselors to students has increased 45 percent during the past decade. (NCES 1982)

Today's high school students have available to them, on average, less than an hour per year of individualized career counseling from counselors. (Otto 1984). Even if the ratio of counselors to high school students would improve another 45 percent during the next decade (a highly dubious proposition), as it did during the past decade, the average amount of time available to each high school student for individualized career counseling in 1995 would continue to be less than an hour and a half per year. These realities, coupled with the likelihood of diminished funding for career education in schools in the future, suggest that young people's needs for career guidance are less likely to be met through school systems in the future.

Even if schools had the resources to meet young people's career guidance needs, neither schools, nor teachers, nor counselors could replace the primary influence parents have on their children's career plans. An uncritically held myth in our society indicates that "parents don't matter," that "my kids don't listen to me." And there is always enough anecdotal support to keep people believing the parents-don't-matter myth. For example, when it comes to hairstyles, clothing preferences, and choice of music (together with its desirable volume) young people will do what is popular in the high school hallways and pizza parlors. Research during the past two decades indicates, however, that in other aspects of life it is parents who have the biggest influence on their children. One of these is career planning.

The notion that parents don't matter originated in the adolescent-society literature of the 1960s with its youth counterculture, contraculture, and generation-gap themes. But during the past quarter century research has demonstrated that young people take a more differentiated and discriminating view of issues and the opinions of others. They are more sophisticated about whom and about what they listen to. Young people listen to those they think know something about a particular topic. Thus, in matters of hairstyle, dress, and choice of music, other young people — not parents — know most about the current fads, and it should not surprise adults that young people listen to their peers on these topics. But when it comes to more basic issues such as beliefs, values, and attitudes, young people listen to their parents. In his classic book, *Changing Youth in a Changing*

Society, Michael Rutter says the following:

Taken together, the findings from all studies . . . indicate that adolescents still tend to turn to their parents for guidance on principles and on major values but look more to their peers in terms of interests and fashions in clothes, in leisure activities and other youth-oriented pursuits.

Rutter later concludes:

Young people tend both to share their parents' values on the major issues of life and also to turn to them for guidance on most major concerns. The concept that parent-child alienation is a usual feature of adolescence is a myth. (Rutter 1980)

If parents are to be effective career advisers for their children, they must prepare themselves. Today's parents are poorly informed about the career options available to today's young people. In addition, many parents are plagued by their own career insecurities. Parents made their decisions when "go into farming" was still good advice to a young man, and "be a stenographer" might have been good advice for a young woman. However, fertilizers, pesticides, herbicides, hybrid seeds, mechanization, automation, improved farm management practices, and dictation and word processing equipment have changed the most promising options for young men and young women. Today, the world's largest employer of young people is McDonald's.

Young people not only have the luxury of choosing from an abundance of occupational possibilities, but they also have unprecedented

options for career preparation. Today's career preparation options include a wide variety of nontraditional education and hands-on training programs, including training and education programs sponsored by industry and occupational training in the military. We live in a credentialing society in which the marketability of degrees has decreased, but the marketability of certificates has increased. This becomes evident when one considers that today there are as many people enrolled in industry-sponsored training programs as there are enrolled in all colleges and universities combined — about 12.5 million. Similarly, four times as many institutions offer certificates as offer degrees. Career decisions involve both occupational choice and career preparation strategies, and if parents are to be effective career advisers for their children, they must prepare themselves for both.

If parents are to advise their children about careers, they need programs and materials with which to work. Today's Youth and Tomorrow's Careers fills that need.

Today's Youth

Today's Youth and Tomorrow's Careers is a program designed to teach parents how to help their children choose careers. The program explains how society and the labor force have changed since parents prepared for and entered their own careers. The program teaches parents how to think about the work world and explains where to find the best occupational information and how to use it. The program teaches parents about career preparation options. Parents learn about additional schooling and "earning

while learning" possibilities such as apprenticeships, occupational training in the military, industry training programs, and the like.

Today's Youth and Tomorrow's Careers is based on the book, *How to Help your Child Choose a Career* (Otto 1984). The book, as are the parents' seminars, is divided into four parts. Each part ends with specific recommendations about what parents can do. The book concludes with a career explorations workbook for parents to use at home with their sons and daughters. The workbook takes young people through decision-making steps that help them sort out their occupational possibilities and their career preparation options.

The Career Development Program at Boys Town developed Today's Youth and Tomorrow's Careers with a three-year developmental grant from the W.K. Kellogg Foundation. The materials include the book, an accompanying filmstrip, a presenter's guide, a notebook for parents, several handouts, and related materials. An independent evaluation of the program concludes that the seminars and materials are viewed by their users as comprehensive and of high quality; that parents who took the seminar became more knowledgeable about career materials and used the information with their sons and daughters; that the use of school career centers increased after the seminar was offered; that parents, school staff, and youth workers continued to be influenced by the program long after the seminar ended; and that the program has met its goals of providing factually-based information to assist parents in their career

advisory roles to an exceptional degree. (Hedin 1983)

Today's Youth and Tomorrow's Careers has been well received. Nearly one thousand counselors, teachers, clergy, and Christian education directors from across the country have been trained to present the program. For more information about Today's Youth and Tomorrow's Careers, contact Career Development, 518 South 127th St., Omaha, NE 68154.

Luther B. Otto is director of the youth studies division and director of the career development program at Boys Town, Nebraska. He is a graduate of Concordia Seminary (St. Louis), and was awarded the Ph.D. by the University of Wisconsin. His five books, many articles, and innumerable lectures and presentations have earned him an enviable reputation in his field.

References

Gallup, A. "The Gallup Poll of Teachers Attitudes Toward the Public Schools." *Phi Delta Kappan*, 1985.

Gallup, George H. "Ninth Annual Gallup Poll of the Public's Attitude Toward the Public Schools" *A Decade of Gallup Polls of Attitudes Toward Education 1969-1978*, Phi Delta Kappa, Inc. 1978.

Hedin, Diane P. "Evaluation of Youth Career Services Project." Unpublished report. University of Minnesota, Center for Youth Development Research, 1983.

National Center for Education Statistics. Counselors in Local Education Agencies, Fall 1979 and Trends Since 1970." *Bulletin*, December 1982.

Otto, Luther B. "Bringing Parents Back In" *Journal of Career Education*, March 1984.

Otto, Luther B. *How to Help Your Child Choose a Career*. New York: M. Evans, 1984.

Prediger, and staff, *Nationwide Study of Student Career Development: Summary of Results*. Iowa City, Iowa: American College Testing Program, 1973; *Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors 1982*, University of Michigan, 1984.

Rutter, Michael. *Changing Youth in a Changing Society*. Cambridge, Massachusetts: Harvard University Press, 1980.

Strommen, Merton, et al. "Listening to Early Adolescents and Their Parents," Minneapolis: Search Institute, 1984.

Fitly Spoken

Nothing is more dangerous to a person than success without achievement.
Bits and Pieces 12/85

It is impossible to defeat an ignorant man in an argument.
Bits and Pieces 10/85

Happiness is not a state to arrive at, but a manner of traveling.
Bits and Pieces 10/85

Dealing With Conflict

By Donald Rosenberg

Editor's Note: Conflict is inevitable in human relationships. Christians are not immune from conflict and the problems it engenders. However, conflicts may be resolved in ways that will allow those in disagreement to strengthen their relationship.

The word, conflict, is a very ominous word for many of us. Conflict is variously defined as warfare, fighting, controversy, disagreement and as a clash of opposing ideas. It is also defined as the simultaneous functioning of mutually exclusive impulses, desires, or tendencies. It is this latter definition of conflict which probably best describes the working climate in some schools. It is this type of conflict situation that we have a tendency to ignore. We know it is an unhealthy situation when every teacher is going his own way and there is no coordination of the curriculum. Prolonged conflict can destroy effective working relationships and a good school climate.

Conflict is an uncomfortable and disagreeable condition for most of us and so we have a tendency to avoid situations which may create conflict. Even when we recognize that change is desirable for improving learning,

we hesitate to promote change because of the conflict it may cause. We often feel we have failed when conflict erupts among Christian staff members. We associate conflict with sin, selfishness, and failure to live our Christian faith. Conflict and Christian community appear to be direct opposites.

Faculties try to avoid conflict by never establishing close relationships. A formalized relationship is developed and carefully maintained. Group interaction is formal, courteous and civil, but lacks the warmth and satisfaction of a more sharing, supportive, informal climate of group interaction. Teachers at some schools have learned to function independently with a minimum of interaction; schools with five classroom teachers, operate as if they were five one room schools. No attempt is made to develop common goals and objectives because in the process differences surface and lead to controversy.

In a deliberate attempt to avoid controversy or conflict, some boards and principals select faculty members who have a tendency to follow accepted and well-established teaching procedures and behavior patterns, and are good followers, not

If growth is taking place, there will be change and disorientation which often results in stress, controversy and conflict.

creative teachers and leaders. Conflicts are avoided, but variety and creativity are sacrificed. The school climate might be characterized as one of boredom and monotony.

Although conflict may be disagreeable, a school without conflict is usually a school without growth and improvement. I am reminded of the disillusioned principal who left the following note:

*Tell my teachers when I die
that they should shed no tears.
For I will be no deader than
they have been for years.*

Schools without conflict have never experienced testing of diverse ideas and the struggle toward consensus. They never test their ideas in open communication and debate. The full potential of the individuals and the group is seldom reached.

Conflict that is the result of sin and selfishness is undesirable, and ingredient of our imperfect world. But conflict also may be an indication of growth and improvement. If growth is taking place, there will be change and disorientation which often results in stress, controversy and conflict. It is usually not conflict, but the way we react to conflict which causes problems. Effective princi-

pals risk the possibility of conflict in order to provide a more interesting and productive educational experience for children. They recognize conflict as a by-product of growth and attempt to deal with conflict creatively.

How individuals react to conflict is a learned behavior. Tests are available to measure conflict management style. It may be helpful to obtain an objective analysis of your predominant method for handling conflict.

It is important for the principal to recognize his predominant style of conflict management. Telemetrics International has identified several styles of conflict management. Following is a list from the least ideal to the most ideal:

Lose/Leave Every effort is made to avoid or withdraw from conflict. The loser becomes the detached observer with weakening relationships, growing emotional detachment, and no strong commitment to a cooperative effort. The leader becomes isolated and ineffective.

Win/Lose Power, authority and aggressive behavior is used to reach personal goals. Accomplishing the

task is considered more important than the relationships involved.

Yield/Lose The tendency to yield and lose in order to avoid conflict and maintain relationships. There is a false sense of cooperation and agreement in the yield-lose approach. **Compromise** Everyone wins a little and loses a little. This tends toward half-hearted commitments to solutions and strained relationships.

Synergistic Recognizes the importance of relationships. Has a respect for differences and faith in the process of working through the conflict to arrive at a creative solution which is acceptable to all persons involved.

Thomas Gordon identified three ways of dealing with conflict which can be applied to the school situation.

Method I — I win, you lose.

Method II — You win, I lose.

Method III — No lose (everybody wins).

Method I is principal centered decision making. The principal dominates and uses his power and authority to resolve conflict. Principal centered decision making usually means limited commitment by the teachers to implement the decision and often develops resentment and hostility toward the principal.

Method II might be labeled teacher centered decision making. In an attempt to avoid conflict and maintain relationships, the principal allows teachers to make the decisions. The teachers' needs are met, but the principal is usually not satisfied and may be unhappy with the solution. The principal has no strong desire or commitment to implement the teach-

er's decisions when they do not agree with his own ideas. He is not optimistic about the possibility of teacher decisions satisfactorily solving the problems and reaching the desired goal.

Method III is an attempt to find a solution to a problem which meets the needs of the principal, the teachers, and the school. It is a solution which is found acceptable by all persons involved and affected by the decision. It is surprising how often a winning solution can be found when there is a commitment to the Method III approach; when all strive for a solution which is acceptable to everyone. Method III requires a respect for one another and one another's needs. It demands the use of good communication skills. It also requires the commitment of enough time to reach an acceptable solution. Too often we are not willing to commit the time required to make Method III a successful process. Gordon and Gaulke describe the skills of active listening and sending "I" messages. It is important to develop these skills if you wish to use Method III in dealing creatively with conflict.

When avoiding conflict it is easy to excuse procrastinating behavior. We rationalize that the conflict is only a minor irritation and not important enough to take seriously. David and Vera Mace, refer to these minor conflicts as pinches.

The Maces believe that pinches are inevitable. When two people have a close and intimate relationship, they sometimes get in each other's way and occasionally usurp one another's living space. When a pinch occurs, the hurt person has a tendency to back away. Each pinch helps to push husband and wife farther apart until they reach a safe

distance. Distance avoids further pinches, but the intimate relationship has disappeared.

When pinches are used as growth points, the pinched spouse immediately discusses the incident and its accompanying emotions honestly and sincerely with the other person. The incident is described in a nonaccusing manner and anger is not vented on the other person. When pinches are dealt with in this manner, they do not build to a major conflict. The discussion of the pinch becomes an intimate growth experience for both spouses. The number of pinches has a tendency to decrease over a period of time and the relationship is usually strengthened.

Ignoring the pinches tends to alienate people, destroy relationships, and jeopardize the growth towards more satisfying relationships. Conflict is never a "little thing" if it affects your relationship with another person. Conflict is never a little thing if it interferes with an effective Christian education ministry in your school or parish. The itches and pinches tend to separate people and lead to more serious problems. They keep us from reaching our goals for ministry. Don't procrastinate. Deal with the itches and pinches just as quickly and conscientiously as if they were major conflicts.

The method of dealing with pinches as described by David and Vera Mace is not only helpful in family and spouse relationships. It can also be applied to dealing with pinches in the school family.

Procrastination is the biggest problem for those who tend to avoid conflict. All kinds of reasons for not dealing with conflict immediately can be found. Our Lord has some good advice for us in His Word:

If your brother sins against you, go to him and show him his fault. But do it privately, just between yourselves" (Matthew 18:15) even when it isn't a sin that is causing the problem.

"Do not let the sun go down on your anger" (Ephesians 4:26); this is a good suggestion even when your disagreement has not led to anger.

"So if you are about to offer your gift to God at the altar and there you remember that your brother has something against you, leave your gift there in front of the altar, go at once and make peace with your brother, and then come back and offer your gift to God" (Matthew 5:23); our Lord gives us strong encouragement to settle our differences as quickly as possible.

A satisfactory style of dealing with conflict leads to better, more satisfying relationships. I am reminded of the husband who said, "I don't mind having a disagreement with my wife. It's so nice when we make up." I suspect that this couple had learned to manage conflict in a satisfactory way which led to a more intimate, satisfying, and joyful relationship. When faculties learn to deal with conflict, they can enjoy close, satisfying and joyful relationships.

Principals should explain the methods they plan to use for resolving differences and dealing with conflicts. The following statement of trust has been adapted from one developed by Tom Gordon. It should be adapted to meet the needs of individual schools in order to deal with differences and disagreements which affect personal needs and educational ministries.

Statement of Trust

We are in a relationship I value and wish to keep. We have a

commitment to the Christian education ministry in this place, yet each of us is a separate person with his own needs and the right to meet those needs.

When you are having problems meeting your needs I will try to listen with genuine acceptance in order to encourage you to find your own solution instead of depending on mine.

However, when your behavior interferes with our mutual ministry, I hope that you will openly and honestly tell me your feelings. I promise to listen and try to change my behavior.

At those times when we find that either has difficulty changing his behavior to meet the school's ministry or the other's needs, let us acknowledge that we have a conflict of needs that requires resolving. Let us then commit ourselves to resolve such conflicts without either of us resorting to the use of power to try to win at the expense of the other person. I respect your needs, but I must also respect my own. We both respect our commitment to the Christian education ministry in this place. Let us always strive for a God-pleasing solution which would be acceptable to both of us so that there will be no losers and all will be winners.

The most important ingredient in satisfactory conflict management will be the gift of forgiveness. We are sinners struggling to follow the example of our Lord. Sometimes we succeed. Many times we fail. The ability to forgive will be all-important in our relationships. We remember the words, "Forgive one another, as God has forgiven you through Christ." (Ephesians 4:32)

Accept the fact that conflict will often be present when growth and

change are taking place. Consider the successful management of conflict an important opportunity for growth. Develop the necessary skills for dealing with conflict when it occurs so that you do not destroy, but rather build and enrich relationships in the school family. The sensitive management of conflict will be an important ingredient for growth and for developing a wholesome school climate.

For Further Study

Many of the principles for handling family conflict can also be applied to handling conflict in the school family. You may find the following books especially helpful.

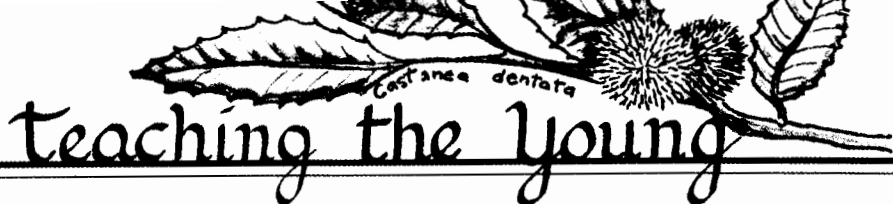
Gaulke, Earl. *You Can Have A Family Where Everybody Wins*. St. Louis: Concordia, 1975.

Gordon, Thomas. *Leader Effectiveness Training*. New York: Peter H. Wyden, 1977.

Gordon, Thomas. *Parent Effectiveness Training*. New York: Peter H. Wyden, 1970.

Mace, David and Vera. *How To Have A Happy Marriage*. Nashville: Abingdon, 1977.

Donald A. Rosenberg is an education counselor for the North Wisconsin District, LCMS in Wausau, Wisconsin. He received his B.S. degree from Concordia Teachers College, River Forest in 1944. The M.Ed. degree was conferred on him in 1950 by Marquette University. He was awarded the Litt.D. degree by Concordia College, St. Paul in 1971. He has published articles in Advance, Interaction, Issues in Christian Education, Lutheran Witness, and Lutheran Education.



What An Opportunity For Ministry

It is February, and every day people inquire about or request to observe the kindergarten and nursery.

Please call Mrs. Smith at

Can three mothers from the same neighborhood come and observe on?

Please send a handbook to

More registration forms are needed by

Obviously, this is a very busy time of year, and the busyness can be considered a nuisance. On the other hand, it may be a blessing from the Lord for MINISTRY. Each parent we speak with or who observes the school is viewing God's servants in action. What an opportunity for ministry! Each child enrolled in the class provides an opportunity for new relationships not only with that child but also with that child's family, neighbors, and friends. What an opportunity for ministry!

Educators are responsible to provide for the emotional, physical, social, and mental development of each child. Nursery teachers are especially fortunate to work with children in their first school experience. The "extraordinary" development which takes place in children by the age of four or five requires teachers to provide a wide spectrum of exciting experiences. Worthwhile stories, experiments, mathematical concepts, language development activities, and fine arts experiences enable children to grow. Teachers find these experiences gratifying, for they are contributing to the child's intellectual growth.

The most important need for any child is spiritual development. Children are able to develop significantly in all the other facets of learning. In the same way God's grace and love works in spiritual growth for children. The prayers, Bible

studies, worship experiences, songs of praise, and daily modeling are readily accepted, and become part of the child's life. What an opportunity for ministry from the Lord!

How exciting it is to see children ministering to others. They speak of their faith not only in the classroom, but also at home with family and with relatives and friends. How often do we hear from parents that they cannot have dinner until they thank God for their food, or say good night to God and thank the Lord for the day, or to pray for a sick friend? How often in a parent conference does the opportunity to witness occur? Through the child teachers are provided another opportunity for ministry.

The Lord provides a variety of topics, concerns, and situations that allows for ministry to parents. Many parents are committed Christians who entrust their children to us. They attend worship services and model their faith to their children daily. What an affirmation of ministry!

Other families come to our schools with little or no religious involvement or training. These families provide yet another opportunity for ministry.

The Lutheran preschool and kindergarten is blessed with many opportunities to "Touch" the parents as well as the children they serve. An open house experience conveys the message, "Please come in." A home visit can say, "I care enough to come to your home," as well as providing the teacher with an invaluable one-to-one experience before school begins. The school's newsletters can provide parenting tips, devotional helps, and highlight the month's activities. Tracts that are sent home may lead to personal meditation.

Planning occasions for adults to come to school other than during the regular school day provides special times to build relationships. Grandparent's lunch, dad's night, mom's day, parent evenings, ice cream socials, a Happy Birthday Jesus hour, plays, graduations, and family nights are a few events that can bring the child, the parents, and the teacher closer to each other and to the Lord.

Parent conferences provide a unique opportunity to discuss a subject dear to both parents and teacher: their child; God's child. Here a teacher can encourage parents to provide a spiritual model for their children while discussing other developmental aspects of the child.

Tomorrow is Monday. The three mothers from the same neighborhood are coming to observe for an hour. What an opportunity for ministry!

By Karen Arnold

Eternal Word: Some Thoughts

By Gary L. Bertels

Editor's Note: The Eternal Word curriculum is a publication of the Board for Parish Services, LCMS. Because it is relatively new, what follows is a brief review that probes its strengths and weaknesses.

"Not everybody knows what religious education is. Despite numerous attempts to define the field, an apparent identity problem exists for religious education An examination of current statements of religious educational purposes indicates that, in addition to being unable to define religious education satisfactorily, religious educationists are also hardpressed to say clearly what it is supposed to do." (Burgess 1975)

Harold Burgess' comments about religious education in general are also applicable to Christian religious education. Christian educators also are often hard pressed to say clearly what a Christian religious education experience should accomplish. Is the primary objective of a Christian education to increase the child's knowledge of the Bible and Christian doctrines? (The assumption is that increased knowledge leads to increased faith.) If so, the methods used will attempt to transmit information through lectures, fill-in-the-blank activities, and the like. Is the primary objective of a Christian education to equip the child for

Christian living? (The assumption is that experience is the basis for the development of living skills.) If so, the methods used will attempt to place the child in "real life" situations which offer an opportunity to develop and practice those Christian living skills. Is the primary objective of a Christian education to nurture the relationship of love between the child in "real life" situations which offer an opportunity to develop and practice those Christian living skills? Is the primary objective of a Christian education to nurture the relationship of love between the child and his Lord? (The assumption is that children grow in relationship to God in the same way they grow in other relationships.) If so, one will use a variety of methods to provide opportunities for children to experience god and His revelation of love.

Without a clearly defined objective in mind, the Christian educator will become a slave to the selected curriculum, and will become its tool, rather than its master — one who uses the curriculum as an aid in meeting the perceived objective of Christian education. Unless the Christian educator knows what the curriculum is "supposed to do," little will be accomplished.

Together with an understanding of the aim or objective of Christian

education, Burgess maintains that one must clearly understand not only the content included in the educational endeavor, but also understand the roles of the pupil, the teacher, and the environment, as well as the function of evaluation. (Burgess 1975) Burgess' six categories will be employed below to evaluate the foundation materials and published curriculum materials for grades three thru six of the *Eternal Word* series. Early childhood materials are not included in this evaluation.

The Aim

To a great degree, the aim of Christian education, together with its content, the role of the student, the role of the teacher, the role of the environment, and the function of evaluation, are determined by one's theology.

For users of the *Eternal Word* curriculum, the Board for Parish Services of the Lutheran Church — Missouri Synod has presented the theological foundations and educational principles employed in the development of that curriculum, together with clearly defined objectives of a Christian education program in Bulletin Number 90582, "Principles of Christian Education for the Local Parish." Every Christian educator using the *Eternal Word*

curriculum must be familiar with the content of this publication. In this bulletin, the overall goals of a Christian education program are stated as follows:

that, through the Word and Spirit of God, people of all ages may know God, especially His seeking and forgiving love in Christ, may respond in faith and grow up into Christian maturity;

and that, seeing themselves as the reconciled, redeemed children of God and individual members of Christ's body, the church, they may live happily in peace with God, themselves, and their fellow human beings; and may express their joy in worship of God and in loving service to others; and that in the love of God they may value all of God's creative work in His world and church and witness openly to Christ as the Savior of all people, participating actively in God's mission to the church and the world; and live in the Christian hope.

These aims clearly seek to nurture relationships between and among God, the individual, fellow believers, non-Christians, and the created world. So that aims or objectives may become operational, they must be stated in behavioral terms — what it is that one wants the pupil to know,

feel, and do in each of the relationships. The broad general aims as stated in the bulletin are clearly presented. However, as these aims are translated into specific unit or lesson objectives, they lose some of their effectiveness because the lesson objectives are not stated in measurable terms. Instead they are general in nature. The difficulty in working with general objectives becomes apparent as one attempts to measure learning outcomes. How would one determine if the following objectives have been met?

"That children will recognize that the Holy Spirit creates faith through God's Word as a means of grace; understand the importance of using the Word daily in their own personal lives; and eagerly make use of every opportunity available to hear and study the Word, so that their faith may grow."

"That children will understand that discipleship is not easy; take a critical look at their own priorities, and seek forgiveness and the power of the Holy Spirit."

Although these objectives are valuable as stated, their usefulness is lost because they are not stated in behavioral terms. Each educator must rephrase many of the lesson objectives into measurable behavioral terms such as these:

"That the pupil will demonstrate his recognition that the Holy Spirit creates faith through God's Word as a means of grace by properly identifying the three means of grace, and by correctly defining the phrase, 'God's Word'; demonstrate his

understanding of the importance of using the Word daily in his personal life by listing situations during the last week when such use would have been valuable; and will identify opportunities in the present and future for use of God's Word."

The objective now states the exact behavior desired, and presents it in a way that will enable the teacher to measure the outcome.

In addition to the inadequate statement of lesson objectives in behavioral terms, far too many of the objectives presented in the *Eternal Word* series emphasize the cognitive domain and often omit the affective domain. Most of the lessons include a response objective, but very few are specific in nature. If relationships include the three dimensions of knowing, feeling, and responding, and the objective is to nurture relationships, equal attention must be given to all three domains. Users of the series will want to supplement the printed objectives to clarify expected outcomes and to include knowing, feeling, and responding. As educators state more concisely the behavioral objectives for each of the domains, they will be able to plan learning strategies and measure learning outcomes.

The Content

For Burgess, content includes the experiences or subject matter intentionally included in an educational endeavor. The *Eternal Word* series contains two forms of content: the Law/Gospel Motivation (vs. Moralism) Bible-based, and Life Directed.

All lessons include content drawn from the Bible, but the Bible content is not simply there as sterile knowledge, to be learned as an end in itself. Rather, every lesson is based

Children seem to be taught the "pat answer," without an understanding of the words that are used to give it.

on the dynamic doctrinal truth of the Bible content and is directed purposefully toward its desired outcome in the life of the learner. Biblical content is used as a means of grace, leading to Christ and to life in Him. Biblical content is directed to the life experiences and levels of development of the learners. As such, each lesson is influenced by the work of educational psychologists such as Piaget, Erickson, Kohlberg, Bruner, Krathwohl, Goldman, Guilford, and Mead. Insights from the works of these researchers were employed in presenting the subject matter, or biblical content. Most lessons attempt to communicate biblical truth at a level appropriate for the learner. The authors include supplemental information and suggestions for teachers of children who learn differently, such as the slow learner. These suggestions are valuable, and should influence the teacher's presentation of the biblical content.

In a few units and lessons, biblical information is forced, in the sense of being too advanced for the general level of the learner. Because most biblical concepts are abstract, teach-

ers must be aware that many pupils will not be able to assimilate and accommodate the subject matter's content unless steps are taken to make the concept intelligible to children by stating the concept in its simplest forms. Abstract biblical truth that does not fit the thought structures of the learner are not "true" to him in the sense that those truths will change his life. Teachers must review the biblical content of each lesson and make whatever adjustments are necessary to insure every child's comprehension.

The subject matter's content is communicated in a variety of ways, most of which are very traditional: oral reading, workbook-type pages, memory assignments, lectures, etc. One weakness of the *Eternal Word* is its failure to recognize the importance of reading levels and abilities and accommodate to them. Too many words are not part of a pupil's normal vocabulary, and very few are defined. Too many proper nouns are used without first establishing a relationship or meaning that will make that noun meaningful. Children seem to be taught the "pat answer," without an understanding of the words that are used to give it. Most grade levels are exposed to very few "multi-media" materials. The bulk of the learner's books are devoted to the subject matter's content. Too many teachers may feel that they have taught the lesson when the subject matter's content activities have been finished. The workbook format tends to confirm this idea, and many opportunities for communicating the experience's content are lost. Each teacher's guide presents additional activities to be used in the context of each lesson. Suggested discussion questions are presented, and a variety of

variety of activities are proposed. However, too often teachers overlook these important activities and the experience of life-directed content is lost. Learners then conclude that the subject matter's content has no value for their living, and religion becomes another academic subject.

Teachers must be aware of the levels of pupil abilities and experiences and adjust the materials so that the entire content of the lesson is communicated. Advanced planning, additional resources, and group and individual activities together with the workbook activities must be covered to insure a successful experience. Although two books are produced for each grade, if all of the activities are used, one book has enough content to fill the entire year. Generally speaking, the content in the *Eternal Word* series is adequate, with a few weak units and lessons. With a little adjustment these, too, can become meaningful Christian education experiences. *Principles of Christian Education for the Local Parish* includes this statement: "God uses teachers, materials, and life-experiences as instruments through which He reaches learners and changes their lives." Each lesson seeks to use the teacher, materials, and experiences of the learners to accomplish its objective.

Pupil/Teacher

As previously noted, much of the *Eternal Word* curriculum is influenced by insights from educational and developmental psychologists. Attempts are made to adjust the materials to the pupil's level of abilities. The series is developed with the understanding that children vary in their innate capacity to learn, and that learners develop in a

systematic way. Each lesson provides opportunities for individual responses, often to the frustration of the teacher who looks to the teacher's guide for "the answer," only to find that "answers will vary."

Teachers should not expect uniform answers, but they should expect different types and levels of learning. These expectations find fulfillment in the additional activities rather than the work book pages. However, opportunities for individuality are also found in some of the work book activities. When the *Eternal Word* curriculum is being used in a multigraded setting, the book suggests adaptations of the materials so that they may be used successfully under those conditions. However, this requires that the teacher do additional planning. The *Eternal Word* materials thus lend themselves to potential "grouping" for religious education.

In many of today's classrooms, a growing number of pupils are first-time learners about Christian education. The *Eternal Word* curriculum is designed to nurture the Christian faith. A growing number of children need to receive the gift of faith before the materials designed for nurture can be used in a meaningful way. Teachers need to pay particular attention to the spiritual needs of pupils, and perhaps adjust the materials for evangelism rather than nurture. If necessary, one might consider using another curriculum which has the objective of conversion rather than nurturing for the initial exposure during the first few weeks of school.

Teachers need to spend an adequate amount of time in preparing to facilitate a Christian education experience. The *Eternal Word* curriculum lends itself to the false notion

that simply reading through the lesson and completing the writing activities will fulfill the objective of the lesson. Unless the teacher understands and uses all of the activities included in each lesson, the objectives will not be achieved. This calls for a high level of preparation.

Environment/Evaluation

In the *Eternal Word* curriculum, very little attention is paid to the role of the environment. Each *Teacher's Guide* speaks of its importance; however, as one proceeds through the lessons, very few suggestions are made for using or manipulating the environment. Because most classrooms are saturated with an environment that stresses competition and achievement, perhaps more attention needs to be paid to creating an environment conducive to relationship development and building up the Body of Christ. More activities need to operate on the idea of cooperation, especially in Christian education.

Almost every lesson in the *Eternal Word* curriculum includes a heading called "Evaluation." Many of the activities listed under that heading are designed to allow the teacher to observe or recognize learning outcomes of the learners. They are teacher activities, and are to be used to measure the effectiveness of teaching strategies and methods, not to measure for the sake of pupil ranking. What needs further development is the function of evaluation in Christian education. Very few tools are presently available, and very few methods are valuable. Teachers need to develop practices which will give them needed feedback about learning outcomes so that adjustments to teaching strategies

might be made and successful practices repeated.

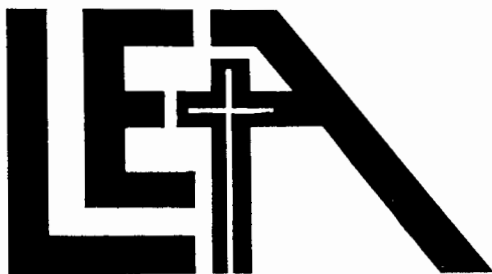
The *Eternal Word* curriculum offers many exciting contributions to Christian education. As is true of any other curriculum, it has weaknesses and strengths. One of its strengths is the effective use of the Word of God as a means of grace. The proper use of Law and Gospel are evident in every text, and each lesson seeks to nurture the faith relationship. The materials are up-to-date educationally and are Lutheran in their theological content. Professional Christian educators should feel confident in using the curriculum as a tool for leading their pupils through a Christian education experience. Christian education would be well served if the fine *Mission:Life* multi-media materials could be coordinated with the *Eternal Word* series.

References

Burgess, Harold, *An Invitation to Religious Education* (Birmingham, Alabama: Religious Education Press, 1975).

Board for Parish Services, Lutheran Church — Missouri Synod, *Bulletin* No. 90582, "Principles of Christian Education for the Local Parish." (Available from the B.P.E.S.)

Gary L. Bertels is assistant professor of theology at Concordia College (River Forest). A graduate of Concordia Teachers College (Seward), he holds the M.A.R. degree from Concordia Seminary (St. Louis) and the M.A. degree from Concordia College (River Forest).



Departments Set Goals, Begin Work for 1986

Thursday's department meetings set the pace for two and a half days of LEA planning and discussion as the Board met January 16-18 at Concordia, River Forest. Board members for each department were present to reflect upon activities in their special areas of responsibility and to set goals for the coming year. Advisors and Executive Board officers were also available to report, facilitate, and listen.

TEAM (Theological Educators in Associated Ministries) concentrated on increasing communication among its members via cluster groups, the "Team Talk" newsletter, retreats, mailings, and conferences. A membership goal of 750 by September 1, 1986 was also set. The Department of Lutheran Elementary School Principals (DLESP) conveyed information about its coming April 17-19 convention in Frankenmuth. Discussion also emphasized the development of a needs survey and a focus on improved coordination of projects, conferences, and programs of Lutheran schools. LET (Lutheran Elementary Teachers) discussed ideas for new membership packets and publications. Goals expressed for 1986 highlighted the development of new devotional materials, a network for Baptism cards, and sectionals for the 1987 LEA Convocation. The Department of Early Childhood Education (DECE) discussed coming workshops, publications, and graduate packets. A report outlining DECE involvement in each district was also presented.

Executive Board Follows Busy Agenda

LEA president Erv Henkelmann kept the pace of Friday's and Saturday's meetings active as reports were presented, issues were discussed, and goals were set by the members in attendance. Key topics at the plenary sessions included specific department concerns, Synod's Lutheran Schools Week, the 1986 Synodical Convention, the 1987 LEA Convocation, and the

formation of an additional part-time position for the association. Cross-departmental meetings gave officers the opportunity to focus on specific topics such as membership, finances, and leadership. A nominations report was given by chairman James Kirchoff, and coming monographs were highlighted.

Boldt Addresses Annual Membership Gathering

Focusing on the topic, "Excuses vs. Possibilities: Improving Church Workers' Salaries," H. James Boldt presented some key points to nearly seventy LEA members and guests attending the organization's second annual membership meeting, held in conjunction with the two-and-a-half day LEA Board meeting at Concordia, River Forest. Stressing the need to reaffirm the commitment to "equip the saints," Boldt emphasized the "accountability of ministry," including those things that are not in the call. Using a sample salary and benefit schedule, specific recommendations were made about responsible salary determination, annual salary and merit pay review, and attention to individual needs.

Following Boldt's address, the assembly approved the adoption of several minor changes to LEA's Constitution and By-laws, mostly concerning terminology revisions and clarifications.

Caring and Healing In Schools

There is a great need for health and healing in Christian schools, according to Robert Zimmer and Phyllis Kersten (both with the Wheatridge Foundation) in their recent LEA monograph, "The School As a Healing Community." The authors state that Lutheran schools must become more aware of the potential they have for building a stronger environment of health and healing, as well as incorporating into the curriculum a process that will help this ministry to take place. Nine complete "circles of concern" are outlined to assist teachers in identifying the objectives, awareness activities, involvement opportunities, and resources associated with a program of health and healing in the school. Copies of the monographs may be purchased by contacting the LEA office: 7400 Augusta Street, River Forest, Illinois 50305.



Worth Reading

John I. Goodlad, *A Place Called School: Prospects For The Future*. (New York: McGraw-Hill Book Co., 1984) 396 pages, \$18.95.

This 396-page encyclopedic source of data about schooling in the United States reflects visits or interviews involving 38 different elementary and secondary schools, 1,000 classrooms, 1,350 teachers, 8,624 parents and more than 17,000 pupils and students in an eight-year "Study of Schooling." In the book, Professor of Education and former Dean of the Graduate School of Education at U.C.L.A., John Goodlad, records the environment of education which includes the daily experiences of pupils, students, and staff as well as educational and administrative practice. Based upon an extensive data base, the author reaches some frightening conclusions and makes some thought-provoking recommendations.

After an initial and extensive treatment of goal statements from various levels (i.e., state, local, etc.), Goodlad concludes that a clear mandate for schools does not exist. In other words, American education is without clearly stated goals. They are, he writes, in a "conceptual swamp."

However, while goals may be vaguely or generally expressed, *A Place Called School* did find the emergence of "considerable national agreement" about four broad concerns: academic, vocational, social and civic, and personal. Unfortunately, Goodlad could find no agreement on an agenda for improvement. Surprisingly, given beliefs held in some circles, those closest to the schools — parents, teachers, and even those taught — generally rated teaching the academic or intellectual skills as the foremost goal of schooling. Goodlad clearly indicates that goals are the foundation upon which is built the curriculum to teach the proficiencies and competencies we wish students to acquire. He believes that in order for "schools to have even a modicum of success . . . the charge must be clearly understood at all levels of the system" as well as by those the system serves. There also must be a renewal of collaboration like the coalition that created the current system of schooling — parent, teacher, administrator, and general community.

As *A Place Called School* shifts from obscure and fuzzy mandates to recording the programs and practices in the school and classroom, Goodlad provides some compelling comments

on curriculum and instruction. Goodlad compares the curriculum to the five fingers of the human hand. Unfortunately, his observation is that the five curricular fingers of language and literature, mathematics and science, society and social studies, the arts, and vocational education do not get the child "involved" in learning. In addition, Goodlad is more than forthright in his condemnation of "tracking" as a system that limits access to knowledge.

Instruction, too, calls down the wrath of the author. Goodlad's findings indicate very little instructional practice that goes beyond lectures, workbooks, and closed discussions. In other words, busy work and telling is the order of the child's monotonous and lifeless day. Teachers teach for rote recall, low level conceptual skills, and numbing mechanical uniformity.

Reflecting his progressive roots, Goodlad's solutions to the observed "flatness" of practice and a one-dimensional curriculum is to advocate "active modes of learning" and the humanization of knowledge. Specifically, he calls for a common curriculum for each child. Different instructional approaches and electives within this common curriculum will make allowances for the variety of learner abilities and needs.

In addition to those already mentioned, in Chapters 9 ("Improving the Schools We Have") and 10 ("Beyond the Schools We Have"), Goodlad posits further reform measures. He asserts that teachers must be told society's expectations about what children are to learn and then be extended the necessary support to work toward those expectations. School and class size and the number of classes a teacher is responsible for must be reduced. Schools should be subdivided into smaller clusters within existing buildings. Goodlad also recommends that horizontal school organizations make way for vertical organizations with 12 years of schooling (beginning at 4 years and ending at 16) divided into three closely-linked phases of four years each.

Perhaps most radical, because Goodlad believes school reform must be a school-by-school process, is his recommendation that the school become largely self-directing. To that end, severe limitations must be put upon the right of the state and district to impose detailed requirements upon individual schools. Instead, believes Goodlad, authority and responsibility should be differentiated and distributed across our educational system.

While *A Place Called School* provides significant insight into American schooling and its contemporary educational practices, it is not designed for those possessing a short attention span. The book's encyclopedic character makes for cumbersome reading. Those that have read some of the other recent reform reports (i.e., *The Paideia Proposal*, *A Nation at Risk*) will not find convenient lists of recommendations leading to educational excellence. *A Place Called School* is an empirical

study that relies on observations and interviews, not upon journalistic reporting or one-shot testimony from so-called "expert" outside consultants. Consequently, the book will take commitment to read.

This reviewer believes the greatest significance of *A Place Called School* is that it is written by an insider. Goodlad is a very prominent educationist who is able to rise above apologetics and cover-up and move toward trustworthy criticism. Might there be a lesson here?

William C. Rietschel
Concordia College

Gilbert T. Sewall, Necessary Lessons: Decline And Renewal In American Schools. (New York: The Free Press, 1983) 206 pages, \$16.75.

Necessary Lessons is another entry in an ever-enlarging number of books that argue for the so-called basic education movement. In a condensed and cohesive style that reflects his journalistic background, Sewall presents his thesis that the regeneration of academic excellence can, and must, be achieved.

The first six chapters treat 20th century contributions to what the author perceives as present-day schools that are lacking in rigor and a contemporary student body that apparently does not care. Sewall blames the experimentalists, reconstructionists, life-adjustment advocates, and good old American egalitarianism as the primary culprits in the saga of relaxed academic standards of the 1960's and 1970's.

Throughout the final four chapters, reforms reflecting the essentialism movement of the 1930's and 1940's are proposed. Sewall stresses changes in teacher education and tenure, as well as a refocusing upon the child's academic well-being, clear standards, high expectations, firm discipline, and a prescribed curriculum firmly entrenched in the basics of the liberal arts and sciences. Simply put, a foundation of basic skills, hard work, and a valuing of the past will renew American schools.

If educators have not yet had their fill of works that point at what's wrong with our nation's schools or still have a need to read another affirmation of the conservative approach to education, then *Necessary Lessons* is recommended.

William C. Rietschel
Concordia College



Look At The Horseshoe

That the process called schooling or education is often conducted imperfectly is painfully obvious to the most casual observer. Those of us who are involved in education can see with infallible hindsight precisely where we or others were wrong about various educational ideas that were espoused at different times. Sometimes our premises were flawed; sometimes our conclusions were sadly addled. However, educators suffer the common failing of humanity — an unwillingness to admit error. Instead, we ignore the failure, smother it in silence, and, too often, neglect to learn from it.

Anyone familiar with the workings of education or educators during the past several decades can hardly avoid being struck by the number of educational movements or theories that were heralded as panaceas for the ills of education. The predecessors of back-to-the-basics are many. A recounting of their number is a futile exercise leading to melancholy conclusions. What strikes one about this aspect of education history is that the results of these heralded panaceas rarely matched the promise claimed for them by their advocates.

In his *Quote* article, "To the Point," Steve Goodier tells of the cowboy who ambled into the local blacksmith shop and picked up a horseshoe, not realizing it had just come from the forge. He immediately dropped the shoe, shoved his seared hand into his pocket, and tried to look nonchalant.

The blacksmith half-smiled and asked, "Kinda hot, wasn't it?"

"Nope," replied the cowboy, "it just don't take me long to look at a horseshoe, that's all."

The story illustrates for me the need to be more selective and deliberate about the educational horseshoes we grasp. A bit of research would have enabled the cowboy to live with a great deal more comfort. Failing to admit his error merely made him appear more foolish, as he tried to hide his embarrassment from others.

Will more and better television programs for children, or back-to-the-basics, or school accreditation, or schooling for the very young guarantee that all children will learn to read, write,

and compute? This seems unlikely. Will they help to improve the education of some children? It seems so to me.

Education is not perfectible. It is a process whereby most children can be made literate and able to function in society. Let educators and theorists be more modest in their promises. Let practitioners examine new ideas with care. Above all, let us not claim for education more than can be delivered lest, like the cowboy, we are painfully embarrassed.

MLR

Loving The Unlovable

All teachers dream of the perfect class: a class filled with good-natured children who pose no behavior or learning problems; a class with children who are easy to love.

Alas, this class is nowhere to be found.

Every classroom has children who seem unlovable. We hear about them from other teachers. They constantly irritate us by failing to follow directions, disobeying our dictates, and failing to show what we consider proper respect. We almost dread their presence. But we love the unlovable anyway.

Why?

God's love is the answer. We, too, are errant students. We fail to follow God's directions and dictates. We fail to show proper respect to God. Yet God loves an imperfect world filled with unlovables like us. He loved us so much that he sent His Son to rescue us, the unlovables.

Christian teachers are in Christian classrooms precisely because they feel God's great love. They find it irresistible to share His love, even with the "unlovable." Like God's love, ours is not passive. It is active in the forgiving relationships that exist in our classrooms. ("Let's forget about last year.") It is active when we spend extra time working with our pupils? ("Let me try to explain this another way.") It is active in our determination to help the "unlovables" find success and feel loved. ("I think you are special.")

An "unlovable" child? Not in God's world and not in Christian classrooms. God's love, active in us, makes loving the "unlovable" irresistible.

Tim Krenzke

CONTENTS

EDITORIAL

The Quest for Quality Eugene Krentz	189
--	-----

How Does Your Literature Garden Grow? Audrey V. Roberts	190
--	-----

Curriculum Materials: An Evaluation Staff	196
--	-----

ADMINISTRATIVE TALK

Paying Attention To School Facilities R. Allan Zimmer	204
--	-----

New Curriculum Guides Carl Moser	206
---	-----

Taming The Tube	214
-----------------------	-----

MULTIPLYING MINISTRIES

How Do You Rate Yourself? Rich Bimler	216
--	-----

The Complete Child David Mannigel	218
--	-----

Career Development In The 1980s Luther B. Otto	224
---	-----

Dealing With Conflict Donald Rosenberg	229
---	-----

Teaching The Young What An Opportunity For Ministry Karen Arnold	234
--	-----

Eternal Word: Some Thoughts Gary L. Bertels	236
--	-----

LEA	242
-----------	-----

WORTH READING	244
---------------------	-----

EDITORIAL

Look At The Horseshoe Merle L. Radke	247
Loving The Unlovable Tim Krenzke	248

**Send for a free ETERNAL WORD catalog now . . .
and offer your students
an exciting Christian curriculum next semester.**

Look over our free ETERNAL WORD catalog and see how interesting,
instructive, and inexpensive a complete, Bible-based curriculum can be!

**NEW —
PRESCHOOL &
KINDERGARTEN
NOW available**



Please send me the following:

- ☐ 75-5012 Eternal Word Catalog
- ☐ 75-5519 Eternal Word Order Form
- ☐ 75-5518 Eternal Word Brochure
(Special Preschool & Kindergarten)

Name _____ Title _____
Church _____ Denomination _____
City _____ State _____ Zip _____
Phone # () _____



CONCORDIA®

PUBLISHING HOUSE

3558 SOUTH JEFFERSON AVENUE
SAINT LOUIS, MISSOURI 63118
314 664-7000